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ENGLISH

Back to Basics

Classroom and Homework Activities

word study

punctuation

spelling

grammar



Jenni Harrold

ENGLISH

Yr 2/P 3

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Back to Basics

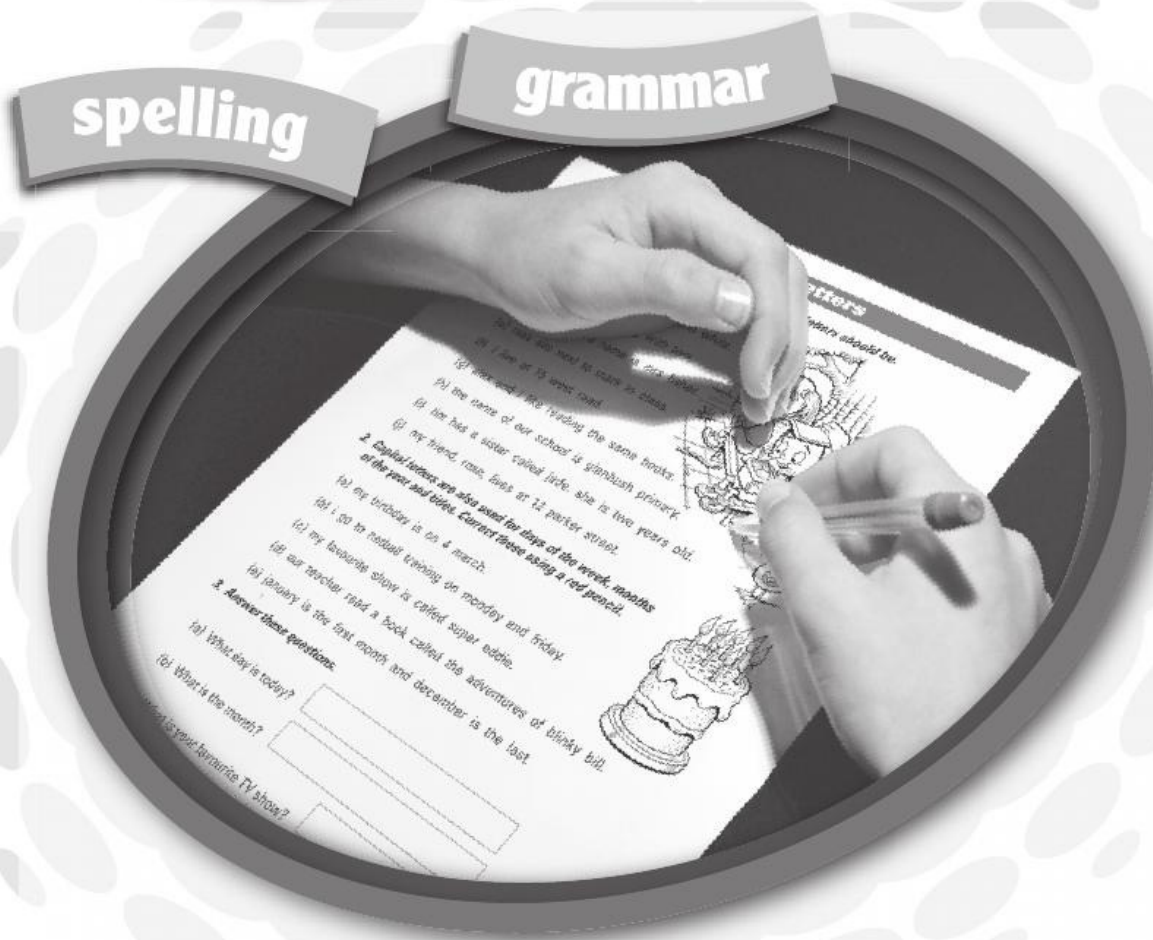
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English – Back To Basics (Yr 2/P 3)

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English – Back To Basics (Yr 1/P 2)

English – Back To Basics (Yr 2/P 3)

English – Back To Basics (Yr 3/P 4)

English – Back To Basics (Yr 4/P 5)

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Foreword

English – Back To Basics is a comprehensive resource designed to teach and revise basic literacy concepts. Essential skills are covered in spelling and word study, punctuation and grammar; with phonics included in Books Yr 1/P 2, Yr 2/P3 and Yr 3/P 4. Each of the pages focuses on one concept, which is developed through relevant, graded activities.

Although intended as a homework series, these books are also ideal for:

- teaching a new concept
- consolidation
- assessment
- revision.

Titles in the series are: **English – Back To Basics – Yr 1/P 2**
English – Back To Basics – Yr 2/P 3
English – Back To Basics – Yr 3/P 4
English – Back To Basics – Yr 4/P 5
English – Back To Basics – Yr 5/P 6
English – Back To Basics – Yr 6/P 7
English – Back To Basics – Yr 6 Ext/S 1



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Format

This series of books contains pupil and teacher pages focusing on skills in the following areas:

- spelling and word study
- punctuation
- grammar
- phonics (Books Yr 1/P 2, Yr 2/P 3 and Yr 3/P 4).

Features

This series of books:

- provides activities on each page that relate to one literacy concept
- follows an organised format in which concepts are repeated and expanded across year levels
- uses a focal list of vocabulary
- has a pupil page supported by a corresponding teachers page
- has a teachers page that includes answers and detailed information explaining each concept
- provides additional reference information for teachers.

Purpose

This series of books is ideal for:

- teaching a new concept
- consolidating and revising knowledge and skills
- homework activities to revise skills taught in class
- assessment.

Spelling and vocabulary

There are two different lists of words used in each book:

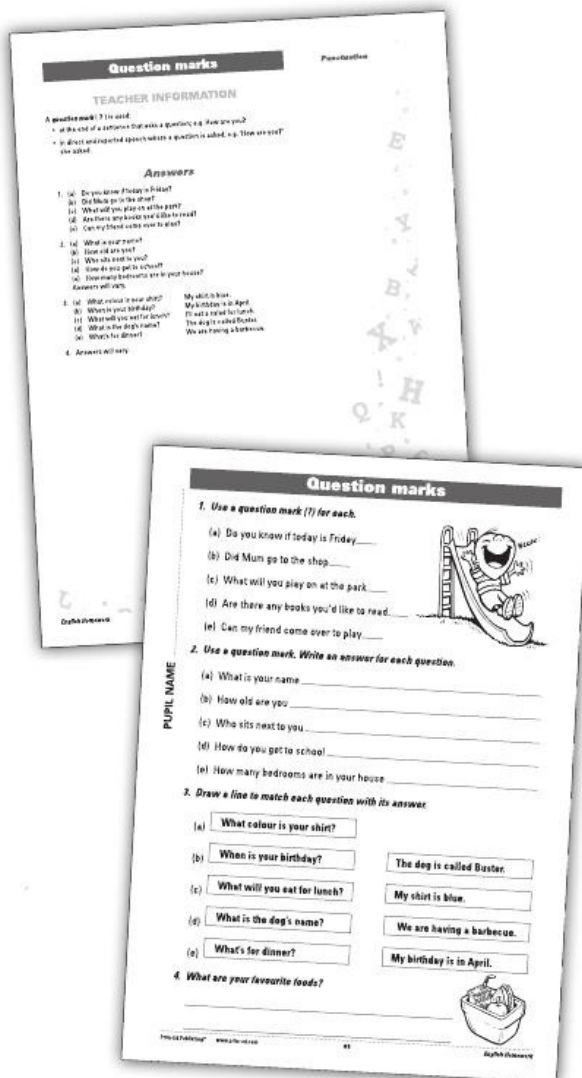
- an age-appropriate spelling list of 40 words, and
- a high-frequency vocabulary list.

Both lists are used frequently throughout each book in the areas of spelling and word study, punctuation and grammar.

Additional reference material

This book includes:

- a word-building table which shows the base word, plural form, prefixes, suffixes, syllables, synonyms and antonyms
- an extensive glossary of terms used in spelling and word study, punctuation and grammar
- vowel sounds and the different ways they are represented
- consonant sounds and the different ways they are represented
- spelling rules
- prefixes, their meanings and examples
- suffixes, their meanings and examples
- word origins – Latin and Greek root words with their meanings and examples
- words commonly misspelt
- words easily confused or misused
- prepositions and prepositional phrases
- words that can be used as adjectives or adverbs.



Country/Subject/Level	Curriculum Objectives
England Literacy Year Two	Word Recognition • spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns • read and spell less common alternative graphemes • read high and medium frequency words Word Structure and Spelling • spell with increasing accuracy and confidence, drawing on word recognition and knowledge of word structure, and spelling patterns • read and spell less common alternative graphemes Sentence Structure and Punctuation • compose sentences using tenses correctly • use question marks and commas
Northern Ireland Language and Literacy Key Stage One	Talking and Listening • recognise features of language, showing phonological awareness Reading • build up a sight vocabulary • identify words, patterns or letters • recognise and notice how words are constructed and spelt Writing • use a variety of skills to spell words • spell correctly a range of familiar, important and regularly occurring words • develop increasing competence in the use of grammar and punctuation
Republic of Ireland English First Class	Receptiveness to Language • continue to build a sight vocabulary • engage in activities designed to increase awareness of sounds • learn about the sounds associated with the part of a word or syllable that allows it to rhyme with another word or syllable • learn about the sounds associated with the beginning of a word or syllable • learn to connect the beginnings of words and syllables with their rhyming parts • learn about common word endings Competence and Confidence in Using Language • understand that the conventions of punctuation help to make meaning clearer in writing • spell words in a recognisable way based on an awareness of the most common spelling strings and patterns Developing Cognitive Abilities through Language • perform alphabetical order tasks
Scotland Literacy and English First	Reading • use knowledge of sight vocabulary, phonics, punctuation and grammar to read with understanding and expression Writing • spell the most commonly-used words, using knowledge of letter patterns • write independently, use appropriate punctuation and order and link sentences in a way that makes sense
Wales Language, Literacy and Communication Skills Foundation Phase	Reading - Skills • understand that written symbols have sound and meaning and develop phonological, graphic and grammatical knowledge and word recognition Writing - Skills • recognise that punctuation is essential to help a reader understand what is written • develop ability to spell common and familiar words in a recognisable way

Spelling list

are	drive	here	room	stand	this	were
best	each	hole	shirt	swim	toast	when
clean	forgot	home	shop	take	today	which
clock	gave	like	sleep	they	train	will
cross	have	much	small	thing	under	
down	help	rest	spend	think	went	

Vocabulary list

after	call	fourteen	him	must	seventeen	twelve
again	came	Friday	his	new	silver	twenty
ate	can't	from	how	nineteen	sixteen	us
back	dig	girl	just	not	so	very
ball	don't	give	last	now	Sunday	want
be	door	gold	live	off	take	Wednesday
bed	down	good	love	old	that	what
been	eat	got	made	or	thirteen	when
boy	eighteen	has	make	out	Thursday	will
bronze	eleven	have	man	put	time	with
but	family	help	may	ran	too	
buy	fifteen	her	Monday	Saturday	tree	
by	find	here	much	saw	Tuesday	

Spelling rules

Write *i* before *e*, except after *c*.

For example: friend, believe, receive, receipt

Some exceptions: foreign, either, science, weird, height, species

Write *ie* after *c* for words with a *shuhn* sound.

For example: sufficient, ancient, conscience, efficient

Write *ei* when the vowel sounds like an *a*.

For example: weigh, rein, reign, neighbour

For words ending in *y*:

- retain the **y** when adding **-ing**;
for example: crying, studying
- retain the **y** if it is preceded by a vowel, when adding **s** or a suffix;
for example: employs, employer
- change the **y** to **i** if it is preceded by a consonant, when adding a suffix;
for example: cries, studies

Some exceptions: dryness, shyness.

Drop the final *e* to most words when adding a suffix beginning with a vowel.

For example: use—usable
make—making

Double the consonant when adding a suffix starting with a vowel (e.g. **-ing**) to:

- a word of one syllable ending in a single consonant, preceded by a vowel;
for example: drip—dripping
sit—sitting
- a word of more than one syllable ending in a single consonant, preceded by a vowel **if** the stress is on the final syllable;
for example: begin—beginning
commit—committed.

When the stress is not on the final syllable, the single consonant remains;

for example: develop—developing—developed.

Exceptions include many words ending in **l**, where the **l** is always doubled;

for example: appal—appalling
travel—travelling.

Spelling list — word building

Teacher notes

Word	Base	Plural	Prefixes	Suffixes	Syllables	Synonym	Antonym
are					are		
best					best	first	worst
clean			un	ed, ing, er, est, able	clean	tidy	dirty
clock		clocks		ed, ing	clock		
cross		crosses	un re	ed, ing	cross	angry	calm
down				er	down		up
drive		drives		ing, en, er	drive	steer	
each					each	every	
forgot				en	for-got	overlooked	remembered
gave					gave	presented	took
have					have		haven't
help			un(ful)	ed, ing, ful, less(ly)	help	aid	hindrance
here					here		there
hole		holes		ed, y	hole	opening	
home		homes		ed, ing, less	home	house	
like			dis, un(-able)	ed, ing, able	like	enjoy	dislike
much					much	many	few
rest		rests	un	ed, ful, ing, less	rest	relax	work
room		rooms		ed, ful, ing	room	area	
shirt		shirts		less	shirt	blouse	
shop		shops		ed, ing, er	shop	store	
sleep		sleeps		ing, er, less	sleep	nap	wake
small				er, est, ness	small	little	big
spend				able, ing, er	spend	consume	save
stand		stands		ing	stand	rise	sit
swim		swims		ing, er	swim		
take			re	en, ing	take	get	give
they					they		
thing		things			thing	item	
think			un(-able)	ing, (un)able	think	believe	
this					this		
toast			un(-ed)	ed, ing, er	toast		
today	day				to-day		
train		trains	re	ed, ing, er, able	train	exercise	
under					un-der	beneath	over
went					went	left	stayed
were					were		
when					when		
which					which		
will				ed, ing	will		won't

Spelling and word study

Abbreviation

An abbreviation is a word written in shortened form. A full stop may be used to show part of the word is missing. However, if the last letter of the word is used, there is no full stop.

For example: *Mon.* for Monday
Dr for Doctor

Acronym

A word made up from the initial letters of a phrase.

For example: *SIDS* (sudden infant death syndrome)
radar (radio detecting and ranging)

(Note: If it is not pronounced as a word, it is an initialism; e.g. *LPG*.)

Antonyms

Words that are opposite in meaning.

For example: *hot/cold*
dark/light
wet/dry

Base word

The root word or main part of the word. Prefixes and suffixes can be added to the base word.

For example: *reading*, *misguided*,
carefully

Compound word

Two or more words joined together.

For example: *pancake*, *teaspoon*,
underground

Consonant

Any letter of the alphabet that is not a vowel.

For example: *b, c, d, f, g, h, j*

Contraction

A shortened form of a word. An apostrophe is used to replace the deleted letters.

For example: *I'm*, *we're*, *they'll*,
she'd, *can't*

Derivative

A word made from adding prefixes and suffixes to a base word.

For example: *sleeping*, *unusual*,
happily

Digraph

Two letters representing one phoneme.

For example: *th, sh, wh, er, ck, ou*

Eponyms

Eponyms are words that come from a person's name or name of a place.

For example: *Jules Leotard*
Anders Celsius
Earl of Cardigan

Etymology

The study of the origin and history of words.

For example: *annual* from the Latin word *annu*, meaning 'year'

Grapheme

The written representation of a sound.

For example: *ew, ing, th*

Homographs

Words that are spelt the same but have different origins and meanings and are sometimes pronounced differently.

For example: *cricket*, *wind*

Homophones

Words that sound the same but are spelled differently.

For example: *peace/piece*
threw/through
bored/board

Morpheme

The smallest unit of meaning.

For example: *house/keep/ing*

Phoneme

The smallest unit of sound in a word that can be represented by one, two, three or four letters. There are 44 phonemes in English.

For example: *to*, *shoe*, *through*

Phonetics

System of spelling words that represents sounds by symbols.

Plural

Indicates more than one person or thing.

For example: two *books*
three *wishes*
four *children*

Prefix

Used at the beginning of a base word to change meaning.

For example: *inedible*, *unconscious*,
illegal, *disobey*

Singular

Only one person or thing.

For example: one *book*, a *table*,
an *apple*

Suffix

Used at the end of a base word.

For example: *working*, *lonely*,
walked, *editor*

Syllable

A unit of sound which contains a vowel sound. All words are made up of one or more syllables.

For example: *talk*, *nerv-ous*,
in-de-pen-dent

Synonyms

Words that are similar in meaning.

For example: *big/large*
small/tiny
wet/damp

Thesaurus

A reference book which groups words by meaning.

For example: *promise*—pledge,
guarantee,
engagement, commit,
assure, secure

Trigraph

Three letters representing one phoneme.

For example: *high*, *fudge*, *pear*

Vowel

The five letters of the alphabet that are not consonants.

These are: *a, e, i, o* and *u*.

Punctuation

Apostrophe

Used to show ownership and in contractions to show where letters have been dropped.

For example: Jackie's dog wasn't barking.

Capital letters

Used to start a sentence, as the first letter of proper nouns, for the pronoun *I*, in titles, and to start direct speech.

Colon

Used to introduce additional information.

For example: Use the following:
eggs, bacon, milk, salt and pepper.

Comma

Used as a short pause to separate parts of a sentence and items in a list.

For example: The boy, a great athlete, was competing in most events.

I took pens, pencils, paper and paints to the class.

Dash

Used to provide additional information or show that something is unfinished.

For example: I opened the gift—it was just what I wanted.

Ellipsis

Used to mark letters or words that have been left out and a pause or interruption

For example: Her birthday party was wonderful ... the best ever!

Exclamation mark

Used to show strong emotion.

For example: That's fantastic news!

Forward slash

Used to show options, shortened forms, in web addresses and instead of *per*, *an* or *a*.

For example: *true/false*
60km/h

Full stop

Used at the end of a sentence or in some abbreviations.

For example: His birthday was on 21 Feb.

Hyphen

Used to join words and word parts, clarify meaning and divide words at the end of a line.

For example: *re-signed* a contract
brother-in-law
three-quarters

Parentheses

Used to enclose additional information such as a comment, explanation or example.

For example: Tia (my sister) showed me how to use the program.

Question mark

Used at the end of a sentence to show a question to be answered.

For example: Did you finish everything you wanted to?

Quotation marks

Used to indicate direct speech, quotations and specific titles.

For example: 'Did you know the Spanish word "siesta" means a short nap?' Ben asked.

Semicolon

Used to separate short, balanced and linked phrases or clauses. It is stronger than a comma, not as strong as a full stop. It can also be used to separate items in a list of phrases or clauses.

For example: I bought new shoes; they were on sale.

I need 12 pens, pencils and rulers; 24 books, six erasers and two bags.

Grammar

Abstract noun

A word which describes things that cannot actually be heard, seen, smelt or tasted.

For example: *anger, beauty, danger, jealousy, loyalty, pain*

Active voice

The voice of the verb which shows that the subject of the sentence is performing the action.

For example: Her friend *drove* the car.
The dog *frightened* the child.

Adjective

A describing word used to add meaning to a noun or pronoun.

For example: He wore a *blue* shirt.
The meal was *delicious*.

Adverb

Adds meaning to a verb, adjective or other adverb. It can tell how, where or when.

For example: He worked *carefully*.
Yesterday, they walked to school.
She *finally* finished.

Agreement

Shows that linked words or phrases agree in terms of case, number, gender and person.

For example: *He is* welcome. *They are* welcome.
She tried to write the story *herself*.

Article

A subclass of determiners where *a* and *an* are indefinite and *the* is definitive.

For example: *a* computer, *an* apple, *the* dog

Auxiliary verb

A 'helping' verb that is used in forming tense, mood and voices with other verbs. The verbs *to be*, *to have* and *to do* are often used as auxiliary verbs.

For example: I *was* thinking of you.
He *does* leave his room in a mess.
We *have* seen it.

Clause

A group of words with a subject and its verb.

For example: *She walked to the station*.

Collective noun

A group of persons or things.

For example: a *class* of pupils, a *flock* of sheep, a *herd* of elephants

Command verb (imperative)

A verb used as an order or command.

For example: *Stop* talking so loudly.

Common noun

A word naming general rather than particular things.

For example: *apple, river, table, colour*

Complex sentence

Has a main (independent) clause and at least one subordinate (dependent) clause.

For example: I like swimming before I walk along the beach.

Compound sentence

Has two or more independent clauses with a linking word.

For example: The nurse worked hard and helped the sick child.

Conjunction

A joining word for words, phrases, clauses and sentences.

For example: I ate an apple *and* a pear.
I was tired *but* I had to work *because* the assignment was due.

Connective

A connecting word that tells order and what is coming next.

For example: I'll finish the dishes *first* and *then* watch a film.

Determiner

A word that is used in front of a noun or pronoun to tell something about it.

For example: *a* tiger, *the* tiger, *some* tigers, *both* tigers, *that* tiger, *three* tigers

Direct speech

Exactly what is spoken, enclosed in quotation marks.

For example: '*Are you feeling thirsty?*' she asked.

Double negative

When two negatives are used together, with the effect of cancelling each other so the negative meaning is lost.

For example: She *wasn't* doing *nothing*.
He *didn't* get *no* lunch.

Finite verb

A verb that has a subject. A finite verb must be a part of every sentence and agree with its subject.

For example: The ball *rolls*.
The balls *roll*.

Idiom

A phrase that is not meant literally.

For example: *over the moon*
frog in my throat

Grammar

Indefinite pronoun

A pronoun that refers to people or things generally and not specifically.

For example: *anybody, anything, everybody, everyone, somebody, something*

Indirect speech

Reports, and often alters, direct speech without the use of quotes.

For example: I asked her to be quiet.
She told me she would leave early.

Main (independent) clause

A group of words that can stand alone and make sense without being dependent on any other part of a sentence.

For example: *I decided to go shopping* after I had my lunch.

Modifier

A word or group of words that affect the meaning of another word in some way by giving more information. They might describe, define or make a meaning more precise.

For example: The TV is in the *largest* room.
Bright-eyed and inquisitive, the squirrel searched for food.

Noun

A word that names a person, place, thing, feeling or idea.

For example: doctor, Paris, suitcase, fear, courage

Object

Shows what or whom the verb affects.

For example: They purchased a *house*.
She wore *blue jeans*.

Paragraph

A group of sentences that are about one main idea. The sentences should follow in a logical order.

Passive voice

The voice of the verb which shows that the subject is having an action done to it.

For example: Max *was tickled* by his sister.

She *was surprised* by the visitors.

Person

Text may be written as the first, second or third person and is indicated by the use of pronouns and verbs.

For example: *I* wrote the book.
It must be *yours*.
Did *he* write the book?

Personal pronoun

Used in place of a person.

First person personal pronouns are: *I, me, mine, we, us, ours*.

Second person personal pronouns are: *you, yours*.

Third person personal pronouns are: *he, his, him, she, hers, her, it, its, they, them, theirs*.

Phrase

A group of words in a sentence which does not contain a finite verb.

For example: She walked *towards the house*.
The car crashed *into the tree*.

Possessive pronoun

A pronoun used to show ownership.

For example: That book is *his*.
I think it's *hers*.
I have *mine* here.
It must be *yours*.

Predicate

What is written or said about the subject of a sentence.

For example: The teacher *was tired and hungry*.
The kitchen *was clean and tidy*.

Preposition

Used in front of a noun or pronoun to describe the relationship.

For example: *under* the water, *to* him, *at* the concert, *before* lunch, *around* them

Pronoun

Used in place of a noun to reduce repetition.

For example: Peter is conscientious.
He works quietly.

Proper noun

Used to specifically name a person or thing.

For example: *Jemma, Antarctica, Sahara Desert*

Relative pronoun

Used to connect or relate one part of a sentence to another.

For example: Here is the house *that* I want to buy.
I met the man *whose* story I had read.

Sentence

A group of words that makes sense on its own. It may have one or more clauses. It must have a finite verb, a capital letter at the start and end in a full stop, question mark or exclamation mark.

For example: *I'll eat breakfast after I've had a shower.*

Simple sentence

A sentence with only one verb (part of the predicate) and one subject.

For example: *I played a game.*
They ate dinner together.

Slang

Words or phrases in common use that are not considered to be part of standard English.

For example: *aggro, dude*.

Statement

A sentence which states a fact.

For example: *We will not be leaving today.*

Grammar

Subject

The person or thing who is doing the action in a sentence.

For example: *Mrs Green* taught music.

The *football team* won the game with the last kick.

Subordinate (dependent) clause

A group of words that cannot stand alone and make sense. It is dependent on the main clause for its meaning.

For example: I ate everything on the plate *because I was hungry*.

Tense

Verb tenses tell whether the action is happening in the past, present or future.

For example: I *walked*, I *walk*, I *am walking*, I *will walk*.

Verb

An action or state of being word.

For example: She *read* the book.

He *has written* a story.

They *will eat* dinner.

We *thought* about it.



Additional word lists

Words used as prepositions

aboard	among	beyond	in	over	under
about	around	but	inside	past	until
above	at	by	into	per	up
across	before	concerning	like	round	upon
after	behind	despite	near	since	via
against	below	down	of	through	with
along	beneath	during	off	throughout	within
alongside	beside	except	on	till	without
amid	besides	for	onto	to	
amidst	between	from	out	towards	

Prepositional phrases

according to	aside from	behind in	in front of	in regard to	on account of
ahead of	as to	due to	in lieu of	in spite of	on board
apart from	back of	in addition to	in light of	instead of	out of
as far as	because of	in the back of	in place of	in view of	owing to

Words used as adjectives or adverbs

bad	doubtless	fast	loose	right	straight
better	early	first	loud	rough	third
bright	enough	hard	low	second	tight
cheap	even	high	much	sharp	well
close	fair	late	near	slow	worse
deep	far	little	quick	smooth	wrong

There are 19 vowel sounds listed below. Most of these vowel sounds can be written in a number of different ways. The letters used to represent sounds in words are called 'graphemes'.

Knowledge about common graphemes and an understanding of how to use them when selecting the particular one needed to spell a word correctly, are essential spelling skills.

Some of the most commonly used graphemes for each vowel sound are found in the table below.

Sound	Graphemes
'a' as in bat	a (cat)
'a' as in rain	ai (pain) ay (tray) a-e (plate) a (baby) ea (break) ei (rein) ey (grey)
'ar' as in bar	ar (car) a (class) al (calf) au (laugh)
'air' as in pair	air (chair) are (care) ear (bear) ere (there) eir (their)
'aw' as in paw	aw (yawn) or (fork) au (sauce) a (ball) ore (store) oar (roar) oor (poor) ough (fought) augh (caught) al (walk)
'e' as in tell	e (jet) ea (spread)
'ee' as in tree	ee (sheep) ea (beat) y (funny) ie (thief) ei (ceiling) ey (key) i (ski) e-e (athlete)
'er' as in fern	er (germ) ir (girl) ur (purse) or (word) ear (earn) our (journey)
'ear' as in appear	ear (near) eer (deer) ere (here) ier (tier)
'i' as in bit	i (fin) y (pyramid) ui (build)
'i' as in hive	i (find) ie (pie) y (sky) i-e (fine) igh (sigh)
'o' as in top	o (clot) a (wasp) au (sausage) ou (cough)
'o' as in hope	o (no) oa (boat) oe (toe) ow (slow) o-e (home)
'ow' as in cow	ow (down) ou (loud)
'oy' as in toy	oy (boy) oi (coin)
'oo' as in cook	oo (book) u (bush) ou (should)
'oo' as in boot	oo (spoon) ew (flew) ue (true) ou (soup) ui (fruit) o (to)
'u' as in mud	u (truck) o (some) ou (young)
'yu' as in use	u-e (fuse) u (duty) ew (new) ue (avenue) eau (beauty)

There are 25 consonant sounds listed below. Most of these consonant sounds can be written in a number of different ways. The letters used to represent sounds in words are called 'graphemes'.

Knowledge about common graphemes and an understanding of how to use them when selecting the particular one needed to spell a word correctly, are essential spelling skills.

Some of the most commonly used graphemes for each consonant sound are found in the table below.

Sound	Graphemes
'b' as in big	b (bat) bb (rabbit)
'c' as in cat	c (clean) ck (pack) ch (school) k (kite) cc (occupy) que (cheque)
'ch' as in chin	ch (church) tch (watch)
'd' as in dog	d (doll) dd (rudder) ed (talked)
'f' as in fat	f (fed) ff (giraffe) ph (phone) gh (laugh)
'g' as in get	g (goat) gg (egg) gu (guide) gh (ghost)
'h' as in hat	h (have) wh (who)
'j' as in jam	j (jet) g (giant) dge (hedge) gg (suggest)
'l' as in look	l (lot) ll (hill) le (little)
'm' as in met	m (mother) mm (hammer) mb (climb) lm (calm) mn (autumn)
'n' as in now	n (nurse) nn (runner) kn (knot)
'ng' as in sing	ng (strong) n (sink)
'p' as in pot	p (pin) pp (ripped)
'r' as in run	r (red) rr (carry) wr (write)
's' as in sat	s (sun) ss (toss) c (cent) ce (rice) sc (scene)
'sh' as in ship	sh (sheep) s (sugar) ss (pressure) ch (machine) ci (special) ti (station) si (tension)
't' as in tap	t (tent) tt (written) th (Thomas) ed (cooked)
'th' as in thin	th (think)
'th' as in then	th (that) the (breathe)
'v' as in van	v (vase) f (of)
'w' as in was	w (watch) wh (when)
'x' as in box	x (fox) cks (socks)
'y' as in yes	y (yell)
'z' as in zebra	z (zip) zz (fizz) s (has)
'zh' as in measure	s (treasure) si (television)

Prefix	Meaning	Example(s)
anti-	opposed, against	antiseptic
bi-	two, twice	bicycle
bio-	life	biography
circum-	around	circumference
co-	together	cooperate
contra-	opposite, against	contradict
de-	away, from, down	defer, descend
dis-	apart	disconnect
en- em-	make	enable, embrace
ex-	former	ex-premier
for-	not	forget
fore-	before	forecast
giga-	billion	gigabyte
hyper-	over, exclusive	hyperactive
il-	not	illegal
in-	not, in	incomplete, inside
im- ir-	not	impossible, irregular
inter-	between, among	interview
mal-	wrong	malfunction
mega-	million	megabyte
micro-	small	microscope
milli-	thousand	millilitre
mini-	small	miniskirt
mis-	wrongly	misjudge
non-	not	nonsense
out-	outside, detached	outpatient
post-	after	postgraduate
pre-	before	preheat
re-	again, back	repeat, return
semi-	half	semicircle
sub-	under	submarine
super-	over, above	superhuman
trans-	across	transport
tri-	three, triple	tricycle
un-	not	undone
uni-	one, single	uniform
with-	against, away	withhold

Suffix	Meaning	Example(s)
-able, -ible	capable of, for	adapt able , poss ible
-al, -ical	of, relating to	maternal al , mag ical
-ar	like	circular ar
-ate	to make	aggrav ate
-ation	act of	invit ation
-dom	state of	freed dom
-er, -or	one who	farmer er , actor or
-ess	feminine of nouns	princess ess
-fold	number of parts, times	twof old
-ful	able to, full of	help ful , plate ful
-ion	action, state, quality	consider ation , promot ion
-ise	make into	human ise
-ish	belonging, like	girl ish , Swed ish
-ism	state, quality, act of	hero ism , bapt ism
-ist	one who	artist ist
-ive	like, connected with	native ive , protect ive
-less	without	child less
-ly	like, how, when	man ly , dark ly , year ly
-ment	result, state, quality of	achiev ement , judg ment
-ous	full of	nerv ous
-phobia	fear, dread	claus tro ph obia

LATIN ROOT WORDS

Root word	Meaning	Example(s)
scribe	writing	describe, inscribe, scribble, prescribe, transcribe
port	carry	transport, portable, report, export, import, support
ped	foot	pedestrian, pedal, pedestal, impede, expedition
spire	breathe	inspire, conspire, respire, transpire
mit	send, let go	transmit, omit, admit, permit, remit
fact	make, do	manufacture, factor, faction, satisfaction, factory
duc, duce, duct	to lead	conduct, introduce, produce, educate, conductor
cap, capit	head	capital, captain, decapitate, capitulate
flu	flow	fluid, fluent, influence, affluent, effluent
mani, manu	hand	manual, manufacture, manuscript, manipulate
aqua, aque	water	aquatic, aquarium, aquaplane, aqueduct, Aquarius
aud	hear	audio, audience, audible, audition
anni, annu	year	annual, anniversary, biannual, annuity
bene	well	benefit, beneficial, benefactor, beneficiary, benevolent
prem, prim	first	primary, prime, primitive, primer, premier
unus	one	unit
duo	two	duet
tres	three	triangle
quatuor	four	quarter
quinque	five	quintet
sex	six	sextuplet
septum	seven	September (7 th month on Roman calendar)
octo	eight	octopus
novem	nine	November (9 th month on Roman calendar)
decem	ten	decimal
centum	hundred	century
mille	thousand	millimetre

GREEK ROOT WORDS

Root word	Meaning	Example(s)
meter, metre	measure	centimetre, millimetre, thermometer, barometer, pedometer, speedometer
micro	small	microscopic, microscope, microphone
aero	air	aeronaut, aerate, aeroplane, aerial
sphere	globe, ball	atmosphere, stratosphere, hemisphere
tele	far off	telephone, teleport, televise, television
logy	word, knowledge, science of	psychology, biology, zoology, neurology
auto	self	automatic, autobiography, autograph, automobile
logos	word, reason	logic, logistic, logical

LIST 1

about	choose	friend	none	their
ache	colour	guess	ocean	though
address	coming	half	often	through
afraid	cough	heard	once	together
again	could	hospital	people	tomorrow
agree	country	hour	picture	tonight
almost	couple	hungry	piece	touch
always	cousin	important	please	trouble
among	daughter	insect	promise	Tuesday
answer	decide	instead	question	uncle
any	definite	interesting	quick	used
around	different	invite	ready	useful
August	difficult	January	reason	vegetable
aunt	discuss	knew	remember	voice
autumn	doctor	know	rough	Wednesday
balloon	does	lately	said	welcome
beautiful	don't	laugh	separate	where
because	done	library	September	which
been	during	listen	sign	who
beginning	early	lose	since	women
behaviour	easy	making	some	won't
bicycle	eight	many	someone	would
breakfast	every	meant	special	write
built	exercise	message	spread	writing
business	famous	might	straight	wrong
busy	February	minute	strange	wrote
buy	finish	naughty	sure	yesterday
careful	forgotten	nearly	surprise	

LIST 2

accident	customer	incident	private
adventure	damage	information	procedure
aeroplane	decoration	injury	punishment
altogether	delicious	instrument	pure
ambulance	disappointing	intelligent	pyjamas
amusing	discovery	jealous	quantity
anxious	disgraceful	knowledge	reasonable
appear	distract	lawyer	recreation
appreciate	division	league	religion
argument	doubt	machine	repair
assembly	election	material	request
association	electric	medicine	scarce
athlete	enormous	migrate	separate
attendance	enough	multiplication	serious
audience	excitement	museum	silence
author	extreme	musical	skilful
automatic	failure	mystery	subtraction
avenue	fashion	necessary	support
awful	favourite	neighbour	surround
balance	finally	nephew	technology
believe	forty	nervous	unknown
careless	frequent	niece	valuable
celebrate	generous	opinion	variety
centre	gradual	oxygen	visitor
certain	heritage	parliament	weary
chocolate	hesitate	passenger	weight
comfortable	honest	permission	weird
committee	horrible	persuade	yacht
conversation	imagination	physical	youth
curtain	immediately	population	

LIST 3

accessories	convenient	foreigner	irrelevant	outrageous	silhouette
acquaintance	cooperate	fortunately	irreplaceable	paralyse	sincerely
acquire	courageous	freight	irresponsible	participant	sophisticated
admittance	curious	fugitive	itinerary	permitted	spaghetti
adolescence	deceased	furious	jewellery	phenomenon	spontaneous
anniversary	definite	gauge	kidnapped	pneumonia	statistics
anonymous	desperate	genuine	knowledgeable	politician	successful
appalling	diabetes	glamorous	labelled	possession	sufficient
Arctic	diarrhoea	government	legendary	possibility	supervisor
assistance	difference	grammar	limousine	professional	surgeon
asthmatic	disappearance	grieve	maintenance	pronunciation	suspicious
basically	disapproval	guarantee	manageable	prosecute	technique
bouquet	disastrous	guard	manually	protein	therapeutic
boutique	discipline	hallucination	millionaire	questionnaire	tragedy
bureau	discrimination	harass	miraculous	queue	transferred
campaign	discussion	hereditary	mortgage	reassurance	twelfth
casualty	disease	hilarious	muscle	rebellious	unanimous
cautious	disinfectant	humorous	mysterious	receipt	unconscious
cemetery	distinguish	hypothetical	nausea	recommend	unique
chauffeur	documentary	hysterical	negotiate	referee	unnecessary
choreography	economically	ignorance	numerous	regretted	vaccinate
coincidence	efficient	illiterate	nutritious	rehabilitation	vague
colleague	eightieth	imaginative	obedient	relevant	visibility
commercial	electrician	immaculate	obese	responsibility	volunteered
commitment	embarrass	inappropriate	obscene	restaurant	vulnerable
communicate	encourage	independence	obsessive	resuscitate	wintry
competitive	escalator	indigenous	occasion	rhythm	worshipped
concussion	essential	ineligible	occurred	rumour	
congratulations	eventually	ingredient	offence	satellite	
conscientious	fascinate	inseparable	omitted	schedule	
conscious	fatigue	intermediate	opportunity	siege	
controversial	fierce	interrupt	ordinary	significant	

LIST 1

Words	Examples
angel/angle	We put the angel on the Christmas tree. A triangle might have a right angle.
as/like	I did as I was told. I was like my sister.
ate/eaten	I ate breakfast. I have eaten breakfast.
beat/beaten	We will beat them. We should have beaten them.
became/become	She became a star. She will become a star.
began/begun	He began the work. He has begun to work.
been/being	I have been to school. I like being at school.
beside/besides	I stood beside him. Who, besides your dad, is home?
blew/blown	The wind blew. The papers have blown away.
breath/breathe	He took a deep breath. He can breathe deeply.
can/may/might	She can do that. May I do that? I may do that. I might be able to do that.
came/come	She came late. They will come later.
chose/choose	I chose the apple. I will choose an apple.
dairy/diary	The milk came from the dairy. He wrote in his diary.
desert/dessert	The desert was dry. He deserted them. We had ice-cream for dessert.
did/done	He did the work. He has done the work.
forgot/forgotten	She forgot the number. He has forgotten to bring it.
gave/give	She gave me the book. I will give you the book.
gone/went	He has gone to school. She went to school.
hid/hidden	Mum hid the Christmas presents. The presents were hidden from us.
its/it's	The dog is wagging its tail. It's a sunny day.
knew/know/known	I knew the teacher. I know who she is. I wish I had known before.
laid/lain	It was laid on the table. It had lain on the table for a while.
learn/teach	I had to learn the words. She can teach me how to do it.
lend/borrow	I will lend you the book. Can I borrow the book?
loose/lose	These trousers feel loose. Don't lose your phone.
meter/metre	The meter was running. It was a metre long.
of/off	I was tired of working. I took off my hat.
outdoor/outdoors	Cricket is an outdoor sport. We played it outdoors.
passed/past	I passed the test. I walked past her.
practice/practise	He is going to football practice. He will practise his skills.
principal/principle	She is the principal of the school. She followed a basic principle.
quiet/quite	I was very quiet. It was quite funny.
rapt/wrapped	I was rapt with the result. I wrapped a present.
risen/rose	The sun had risen before I woke. The sun rose before I did.
role/roll	She played the role of a doctor. She ate a salad roll for lunch.
showed/shown	I showed her where I lived. He has shown me the way to go.
storey/story	They lived on the top storey of the building. I read the story.
their/there/they're	That is their house. They live there. They're going out.
threw/through	I threw the ball. I walked through the room.
tore/torn	He tore the shirt he was wearing. The shirt is torn.
wear/where/we're	I will wear the dress. Where are you? We're going to school.
went/gone	They went an hour ago. They have already gone.
who/which	I have two brothers who are older. I have two kittens which are cute.
who's/whose	Who's leaving now? Do you know whose dog it is?

LIST 2

Words	Examples
accept/except	Please accept this gift. Everyone went except Drew.
addition/edition	I completed the addition problems. There is a new edition of that book.
advice/advise	She asked for my advice. I would advise you to finish it.
affect/effect	She was affected by the news. It had a good effect on her.
amend/emend	They should amend the rule. He needs to emend (edit) his work.
ballet/ballot	Her ballet dress was beautiful. We needed a ballot paper to vote.
belief/believe	My belief is that you will do well. I believe you will win.
charted/chartered	He charted the data. He chartered a boat for the day.
continual/continuous	She was in continual pain. It was a continuous line.
councillor/counsellor	The local councillor approved the plans. The counsellor listened to her.
dependant/dependent	The woman had two dependants. The child was dependent on her mother.
device/devise	The electronic device was expensive. She had to devise a new plan.
elicit/illicit	He tried to elicit information. The drug was illicit.
eligible/legible	The school was eligible for the grant. Her writing was legible.
emigrant/immigrant	The emigrant left his country. The immigrant arrived in his new country.
emission/omission	There was a gas emission. The omission of her name was an oversight.
employee/employer	The new employee worked hard. The boss was their employer.
forgave/forgiven	I easily forgave my best friend. I told her she was forgiven.
formally/formerly	I was dressed formally. I was formerly at another address.
human/humane	He is a human being. They had to treat the animal in a humane way.
licence/license	He had a driver's licence. He had to license the car.
mediate/meditate	She had to mediate between the groups. I took time to meditate and relax.
mistaken/mistook	I was mistaken about the time. I mistook the time it would take.
overtaken/overtook	They had overtaken the slow car. They overtook the car.
premier/premiere	The premier is the state leader. We went to the film premiere.
proof/prove	You need the right proof first. You will have to prove it's true.
refuge/refugee	He took refuge from the storm. The refugee arrived from another country.
review/revue	Write a review of the book. The musical revue was very funny.
scared/scarred	I was scared of the dark. The burn scarred my skin.
scraped/scrapped	She scraped her knee when she fell. I scrapped the work I was doing.
stationary/stationery	The train was stationary. The stationery included pencils.
suit/suite	He wore the new suit to the party. We stayed in an expensive hotel suite.
summary/summary	The summary was very brief. It was a fine, summery day.

TEACHER INFORMATION AND PUPIL PAGES

Answers

1. (a) rain (b) train (c) drain
(d) stain (e) again (f) mail
(g) tail (h) fail (i) sail
(j) nail
2. (a) day (b) tray (c) say
(d) may (e) play (f) stay
(g) pay (h) way
3. (a) play, clay (b) birthday, Friday (c) lay, hay
(d) tray, sway
Answers to questions will vary.
4. (a) plate (b) spade (c) whale
(d) gate
5. (a) paid (b) gave (c) made
6. Teacher check

1. Write ai to finish the rhyming words.

- (a) r_____n (b) tr_____n (c) dr_____n (d) st_____n (e) ag_____n
(f) m_____l (g) t_____l (h) f_____l (i) s_____l (j) n_____l

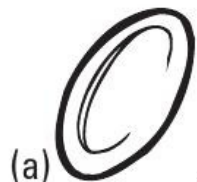
2. Add ay to finish the rhyming words.

- (a) d_____ (b) tr_____ (c) s_____ (d) m_____
(e) pl_____ (f) st_____ (g) p_____ (h) w_____

3. Put a line under the ay words. Answer each question with yes or no.

- (a) Do you like to play with clay? _____
(b) Is your birthday on Friday? _____
(c) Would you like to lay on hay? _____
(d) Can you carry a tray and not sway? _____

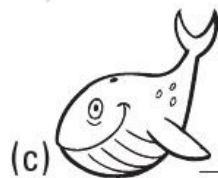
4. Trace over the a-e sound. Write each word next to its picture.



(a) _____



(b) _____



(c) _____



(d) _____

5. Choose the right word.

(a) She

paid	pay
------	-----

 for the toy.

(b) Today, I

give	gave
------	------

 her a book.

(c) He

made	make
------	------

 his bed.

6. Draw a cake on a tray.



Answers

1. (a) tree (b) bee (c) sheep
(d) knee
2. Answers will vary.
(a) see (b) week (c) jeep
(d) sleep
3. (a) seal (b) leaf (c) peach
(d) beak (e) steam (f) stream
4. Answers will vary.
(a) sunny (b) very, puppy
(c) family, funny, happy (d) cherry, jelly
(e) hurry (f) sorry
(g) silly, dizzy

1. Write ee to finish the words.

(a) tr_____ (b) b_____ (c) sh_____p (d) kn_____

2. Put a line under the ee words and write an answer to each question.

- (a) What is one thing you see in the classroom? _____
- (b) Are you having a good or bad week? _____
- (c) If you had a jeep, what colour would it be? _____
- (d) What time did you go to sleep last night? _____

3. Trace over the ea sounds. Write each word next to its picture.

leaf
peach
steam
seal
stream
beak



(a)



(b)



(c)



(d)



(e)



(f)

4. Add y to finish the words. Answer each question with yes or no.

- (a) Is it sunn_____ outside? _____
- (b) Do you have a ver_____ small pupp_____? _____
- (c) Is your famil_____ funn_____ and happ_____? _____
- (d) Do you like cherr_____ jell_____? _____
- (e) Are you ever in a hurr_____? _____
- (f) Do you ever say sorr_____? _____
- (g) Is it sill_____ to make yourself dizz_____? _____

Answers

- | | | |
|------------------------------|-----------|-----------|
| 1. Words: pie, tie, lie, die | (a) dried | (b) cried |
| (c) fried | (d) tried | |
| 2. (a) slide | (b) time | (c) hive |
| (d) smile | (e) kite | (f) bike |
| 3. (a) fly | (b) cry | (c) my |
| (d) by | (e) dry | (f) sty |
| (g) sly | (h) reply | |
| 4. (a) tie | (b) cry | (c) drive |
| (d) prize | (e) dry | |

1. Write *ie* to finish the words.

p_____

t_____

l_____

d_____

- (a) My brother dr_____d the dishes.
- (b) I cr_____d when I fell over.
- (c) My mum doesn't cook fr_____d food.
- (d) I tr_____d hard to do my best.

2. Trace over the *i-e* sounds. Write each word next to its picture.

kite

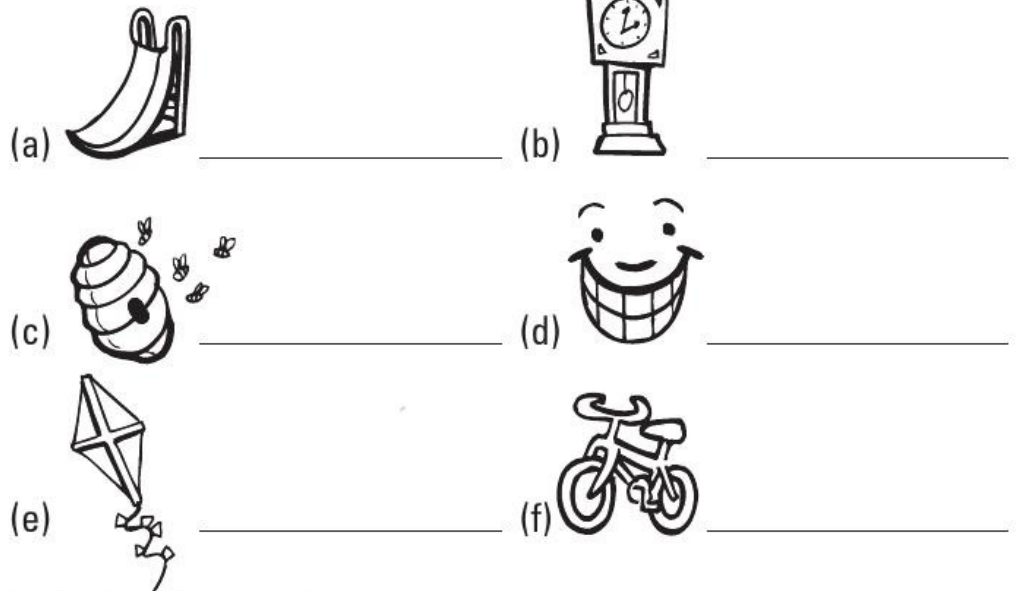
hive

slide

bike

smile

time



3. Add *y* to finish the rhyming words.

- (a) fl_____ (b) cr_____ (c) m_____ (d) b_____
- (e) dr_____ (f) st_____ (g) sl_____ (h) repl_____

4. Write each missing word.

- (a) My dad sometimes wears a shirt and _____.
- (b) I only _____ when I feel sad.
- (c) Mum will _____ me to school if it rains.
- (d) I came first and won a _____.
- (e) I helped to bring in the _____ clothes.



Answers

- | | | |
|---|-----------------------|-----------------------------|
| 1. (a) boat
(d) soap | (b) loaf
(e) coat | (c) goat
(f) road |
| 2. (a) coat
(d) road | (b) goat
(e) loaf | (c) boat
(f) soap |
| 3. (a) rose
(d) home | (b) bone
(e) broke | (c) hose
(f) drove, cone |
| 4. (a) most
(d) over | (b) both | (c) open |
| 5. (a) goat, joke
Answers will vary. | (b) stove, home | (c) nose, rose |

1. Write oa to finish each word.

- (a) b_____t (b) l_____f (c) g_____t
(d) s_____p (e) c_____t (f) r_____d

2. Write the correct word next to each picture.

- (a)  _____ (b)  _____
(c)  _____ (d)  _____
(e)  _____ (f)  _____

3. Trace over the o-e sound. Use the words to finish the sentences.

bone cone rose hose home drove broke

- (a) There is a red _____ in the vase.
(b) Our dog likes to play with her toy _____.
(c) I like to water the back garden with a _____.
(d) Our _____ has a swimming pool.
(e) I had to say sorry when I _____ the plate.
(f) Dad _____ us to buy an ice-cream _____.



4. Write o to finish the rhyming words.

- (a) m_____st (b) b_____th (c) _____pen (d) _____ver

5. Put a line under the words with oa or o-e in them. Answer the question with yes or no.

- (a) Can a goat tell a joke? _____
(b) Do you have a stove in your home? _____
(c) Can your nose smell a rose? _____

Answers

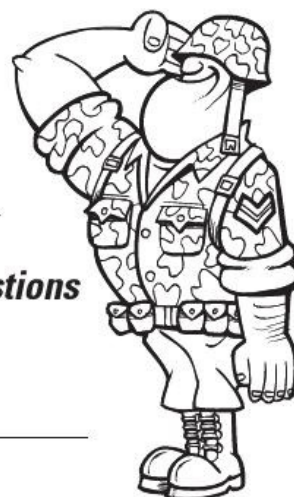
- | | | |
|--------------|-----------|------------|
| 1. (a) rule | (b) prune | (c) flute |
| (d) rude | (e) June | (f) salute |
| 2. (a) prune | (b) June | (c) salute |
| (d) flute | (e) rude | |

Answers will vary.

3. Teacher check
4. Teacher check

1. Write u-e to finish the words.

- (a) r____l____ (b) pr____n____ (c) fl____t____
 (d) r____d____ (e) J____n____ (f) sal____t____



2. Underline the words with the u-e sound. Answer the questions with yes or no.

- (a) Have you ever tasted a prune? _____
 (b) Is your birthday in June? _____
 (c) Have you ever seen someone salute? _____
 (d) Can you play the flute? _____
 (e) Have you ever been rude to someone? _____

3. Trace over the ue in each word.

blue

glue

true

clue

4. Read the words and draw a picture.

A girl playing a flute.	You eating a prune.
A blue flower	A glue stick

Answers

- | | | |
|----------------|-----------|-----------|
| 1. (a) car | (b) star | (c) shark |
| (d) card | (e) arm | (f) park |
| 2. (a) call | (b) tall | (c) hall |
| (d) wall | (e) ball | (f) fall |
| (g) small | (h) stall | |
| 3. (a) small | (b) wall | (c) hard |
| (d) park, dark | | |
| 4. (a) farm | (b) star | (c) ball |
| (d) small | | |

1. Write *ar* to finish each word. Draw a picture under each word.

(a) c_____

(b) st_____

(c) sh_____k

(d) c_____d

(e) a_____

(f) p_____k

2. Finish the *all* rhyming words.

(a) c_____

(b) t_____

(c) h_____

(d) w_____

(e) b_____

(f) f_____

(g) sm_____

(h) st_____

3. Choose the right word.

(a) She had a

small	tall
-------	------

 red ball.

(b) The house had a

fall	wall
------	------

 at the front.

(c) The jar was

hard	card
------	------

 to open.

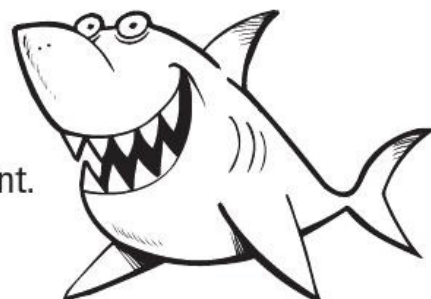
(d) I don't play at the

park	shark
------	-------

 when it is

sharp	dark
-------	------

.



4. What am I?

(a) I am a place for animals. I rhyme with **arm**.

(b) You can see me at night. I rhyme with **jar**.

(c) You can kick me? I rhyme with **hall**.

(d) I am the opposite of big. I rhyme with **tall**.

Answers

1. (a) fork (b) born (c) cork
(d) torch (e) horse (f) horn
(g) corn (h) worn
2. (a) thorns (b) worn (c) corn
(d) port
Answers to questions will vary.
3. (a) yawn (b) hawk (c) paw
(d) claw (e) crawl (f) prawn
4. (a) saw, born (b) forgot, lawn (c) horse, straw
(d) draw, hawk

1. Write or to finish the words.

- (a) f_____k (b) b_____n (c) c_____k (d) t_____ch
 (e) h_____se (f) h_____n (g) c_____n (h) w_____n

2. Put a line under the or words. Write an answer.

- (a) What kind of plant has thorns? _____
 (b) Which of your pencils is worn down the most? _____
 (c) What is the best way to eat corn? _____
 (d) What might you find at the port? _____

3. Trace over the aw sound. Write each word next to its picture.

claw
 paw
 prawn
 yawn
 hawk
 crawl



(a)



(b)



(c)



(d)



(e)



(f)

4. Choose the right word.

- (a) We **raw** **saw** the baby soon after it was **born** **torn**.
 (b) Jim **sort** **forgot** to mow the **lawn** **dawn** on Sunday.
 (c) A **torch** **horse** likes to lie down in **straw** **shawl**.
 (d) I can **jaw** **draw** a picture of a **prawn** **hawk** in the sky.

Answers

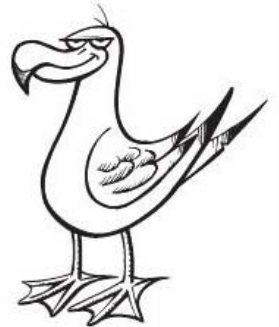
- | | | |
|--|------------------------------------|------------------------|
| 1. (a) dirt
(d) swirl
(g) first | (b) stir
(e) shirt
(h) chirp | (c) third
(f) skirt |
| 2. (a) girl
(d) shirt
Answers will vary. | (b) bird, chirp
(e) first | (c) skirt
(f) third |
| 3. (a) fern
(d) person | (b) perch | (c) herbs |
| 4. (a) bird, chirp, ferns | (b) first, letter | (c) dirt, shirt |
| 5. (a) bird
(d) skirt | (b) term | (c) herbs |

1. Write *ir* to finish the words.

- (a) d_____t (b) st_____ (c) th_____d (d) sw_____l
(e) sh_____t (f) sk_____t (g) f_____st (h) ch_____p

2. Put a line under the *ir* words. Answer each question with yes or no.

- (a) Are you a girl? _____ (b) Can a bird chirp? _____
(c) Have you worn a skirt? _____
(d) Do you have a blue shirt? _____
(e) Have you ever come first in a race? _____
(f) Is the third letter of the alphabet 'b'? _____



3. Add *er* to finish the words. Draw a picture for each.

- (a) f_____n (b) p_____ch (c) h_____bs (d) p_____son
-

4. Choose the right word.

- (a) The girl bird liked to chirp serve in the swirl ferns .
(b) The first third letter number of the word 'term' is 't'.
(c) There was bird dirt on the boy's perch shirt .

5. Write the missing word.

- (a) I saw the _____ flying in the sky.
(b) At the end of _____ we have holidays.
(c) Mum likes to use _____ when she cooks.
(d) Zoe wears a pretty _____ .

term

herbs

bird

skirt

Answers

- | | | |
|-------------------------------------|------------------------------|-----------------------|
| 1. (a) moon
(d) broom | (b) spoon
(e) food | (c) boot
(f) threw |
| 2. (a) hoot
(d) spoon | (b) roof
(e) food | (c) zoo |
| 3. (a) chew
(d) grew
(g) crew | (b) drew
(e) screw | (c) flew |
| 4. (a) threw
(d) crew | (b) drew
(e) screws, roof | (c) grew |
| 5. Teacher check | | |

1. Write a word with the oo sound under each picture.



(a) m_____n

(b) sp_____n

(c) b_____t

(d) br_____m

2. What am I?

roof

food

hoot

spoon

zoo

(a) I am the sound an owl makes.

(b) I cover the top of a house.

(c) I am a place where you can visit animals.

(d) I am something you can use to eat with.

(e) I am what you eat for breakfast, lunch and dinner.

3. Add ew to finish the rhyming words.

(a) ch_____

(b) dr_____

(c) fl_____

(d) gr_____

(e) scr_____

(f) thr_____

(g) cr_____

4. Choose the right word.

(a) Tom **threw** **drew** the cricket ball to Ben.

(b) Mum liked the picture I **drew** **chew**.

(c) We **flew** **grew** flowers in the garden.

(d) Mum and Dad like to watch the **chews** **crew** sail.

(e) Grandad used two **screws** **chews** to fix the **hoot** **roof**.



5. On the back of this sheet, draw a rocket that can zoom to the moon.

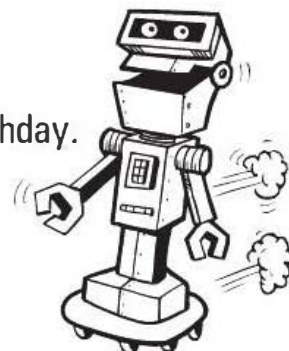
Answers

1. (a) Roy, Troy (b) oyster (c) toy
(d) boy (e) enjoy
2. (a) coin (b) soil (c) point
(d) moist (e) coil (f) join
(g) boil (h) joint
3. (a) point, join (b) coin (c) noise
(d) boil (e) hoist
Answers to questions will vary.
4. (a) coin (b) annoy (c) spoil
(d) boy, noise

1. Write an oy word to finish each sentence.

Roy enjoy toy Troy boy oyster

- (a) My two brothers are called _____ and _____.
- (b) An _____ might have a pearl inside it.
- (c) My nanna gave me a new _____ for my birthday.
- (d) I sit between a _____ and a girl.
- (e) My sister and I _____ playing outside.



2. Add oi to finish the words.

- (a) c_____n (b) s_____l (c) p_____nt (d) m_____st
- (e) c_____l (f) j_____n (g) b_____l (h) j_____nt

3. Circle the oi words. Answer each question with yes or no.

- (a) Can you point to where two walls join? _____
- (b) Do you have a coin in your pocket? _____
- (c) Have you heard a snake make a noise? _____
- (d) Have you seen a kettle boil? _____
- (e) Have you seen a car on a hoist? _____



4. Choose the right word.

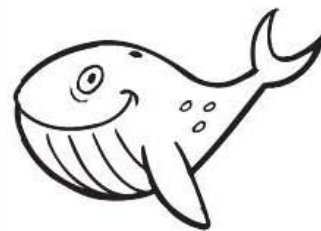
- (a) I paid for the drink with a **coin** **coil**.
- (b) Please don't **joy** **annoy** me when I am reading.
- (c) I like to **soil** **spoil** my baby brother.
- (d) The **Roy** **boy** made a lot of **noise** **moist**.

Answers

1. (a) what (b) when (c) wheel
(d) whale (e) wheat (f) whip
2. (a) wheels (b) whiskers (c) where
(d) white (e) when, whisper
3. queen, quilt, quiet, quack
(a) quiet (b) quack (c) queen
(d) quilt
4. Underlined words:
(a) where, queen (b) where, queue (c) when, quiet
(d) what, quacks
Answers will vary.
5. Teacher check.
6. Teacher check.

1. Add wh to finish these words.

- (a) _____at (b) _____en (c) _____eel
(d) _____ale (e) _____eat (f) _____ip



2. Put a line under the wh words. Answer each question with yes or no.

- (a) Are there three wheels on a car? _____
(b) Does a cat have whiskers? _____
(c) Do you know where your best friend lives? _____
(d) Is white your favourite colour? _____
(e) Do you know when to whisper? _____

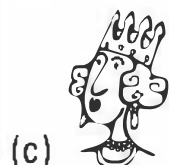
3. Finish the qu words. Write each word next to its picture.

_____een

_____ilt

_____iet

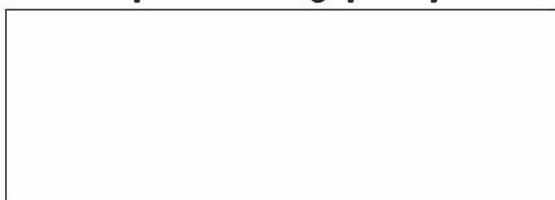
_____ack



4. Put a line under the wh and qu words. Write an answer.

- (a) Where does a queen live? _____
(b) Where would you have to stand in a queue? _____
(c) When do you have to be quiet? _____
(d) What animal quacks? _____

5. Draw a queen sitting quietly.



6. Draw something with two wheels.



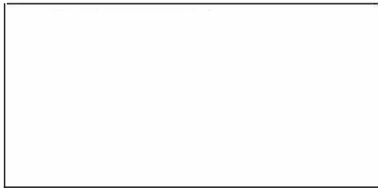
PUPIL NAME _____

Answers

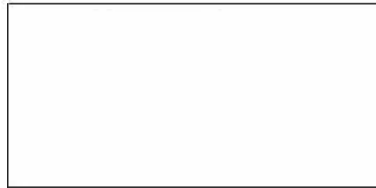
- | | | |
|--------------|-----------|-----------|
| 1. (a) cow | (b) clown | (c) brown |
| (d) owl | (e) town | (f) crown |
| 2. (a) how | (b) drown | (c) down |
| (d) frown | (e) now | |
| 3. (a) round | (b) pouch | (c) house |
| (d) mouse | (e) couch | (f) cloud |

1. Add *ow* to finish the words. Draw a picture for each.

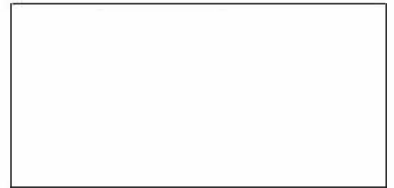
(a) c_____



(b) cl_____n



(c) br_____n



(d) _____l



(e) t_____n



(f) cr_____n



2. Trace over the *ow* sound. Use the words to finish the sentences.

(a) I don't know _____ to mow the lawn.

(b) If you don't learn to swim, you might _____.

(c) The opposite of up is _____.

(d) When I am grumpy, I might _____.

(e) I wish I could go and play right _____.

down

now

how

frown

drown

3. Add *ou* to finish the words. Write each word next to its picture.

h_____se

m_____se

cl_____d

r_____nd

p_____ch

c_____ch

(a)



(b)



(c)



(d)



(e)



(f)



Answers

- | | | |
|-----------------------------------|------------------------|-------------------------|
| 1. (a) sock
(d) rocket | (b) clock
(e) trick | (c) lock
(f) block |
| 2. (a) sack
(d) track | (b) pocket
(e) wing | (c) ticket
(f) sting |
| 3. (a) spring
(d) king | (b) ring
(e) sing | (c) string
(f) sting |
| 4. (a) thing, bring
(d) spring | (b) sing | (c) sting |
| 5. Teacher check | | |

1. Add ck to finish

(a) so_____

(b) clo_____

(c) lo_____

(d) ro_____et

2. Write a rhyming word for each.

(a) back

s_____

(b) rocket

p_____

(c) wicket

t_____

(d) crack

t_____

(e) brick

t_____

(f) flock

b_____

3. Write ing to finish

r_____

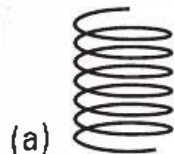
k_____

w_____

sw_____

spr_____

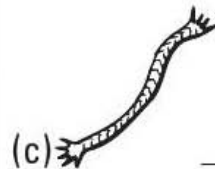
str_____



(a)



(b)



(c)



(d)



(e)



(f)

4. Put a line under the ing words. Answer each question.

(a) What thing would you like to bring to school?

(b) Who do you know that can sing a song?

(c) What insect might sting you?

(d) What season comes before spring?

5. On the back of this sheet, draw something you keep in a pocket.

PUPIL NAME

Look, say, cover, write, check

PUPIL NAME

are

best

clean

clock

cross

down

drive

each

forgot

gave

have

help

here

hole

home

like

much

rest

room

shirt

Look, say, cover, write, check

PUPIL NAME _____

shop

sleep

small

spend

stand

swim

take

they

thing

think

this

toast

today

train

under

went

were

when

which

will

TEACHER INFORMATION

The **plural** of a word indicates more than one person or thing.

Adding an **s** is the most common way to make most singular words **plural**.

- For words ending in **y**, with a vowel before the **y**, just add **s**; e.g. **boy—boys**.
- For words ending in **y**, with a consonant before the **y**, change the **y** to **i** and add **es**;
e.g. **lady—ladies**. Note: Proper nouns do not change; add an **s** only; e.g. **Mr and Mrs Henry—The Henrys**.
- For words ending in **sh, ch, s** or **x**, add **es**; e.g. **dish—dishes, church—churches, box—boxes, dress—dresses**.
- For words ending in **f** or **fe**, change the **f** or **fe** to **v** and add **es**; e.g. **leaf—leaves**. Note: There are exceptions such as **chief, belief, chef** and **cafe**. (These words would sound strange with a **v** sound.)
- For some words ending in **o** add an **s**; e.g. **piano—pianos, avocado—avocados, radio—radios**.
For others, add **es**; e.g. **hero—heroes, tomato—tomatoes, potato—potatoes, cargo—cargoes**. Note: Some words ending in **o** now have two acceptable plural forms; e.g. **mosquitoes/mosquitos, buffaloes/buffalos**.
- For words that are hyphenated, add **s** to the main noun; e.g. **sister-in-law—sisters-in-law**.
- Some words retain the same form; e.g. **sheep, aircraft, fish, deer**.
- Some words change completely; e.g. **tooth—teeth, mouse—mice, child—children, foot—feet**.

Answers

- | | | |
|-------------------|-----------------|--|
| (a) shirt, shirts | (b) dolls, doll | |
| (c) shop, shops | (d) dogs, dog | |
- | | | |
|-----------------|-----------------|--|
| (a) four trains | (b) three shops | |
| (c) five balls | (d) two girls | |
- | | | |
|-----------|------------|-----------|
| (a) cakes | (b) snakes | (c) toys |
| (d) kites | (e) slides | (f) bikes |
| (g) roses | (h) pies | |
- Sam put on two socks and two shoes. He went to school. Three teachers stood at the gate. The teachers all said hello to him. Sam went to play with his two friends. When the bell rang, they made two lines at the door.

Adding s—plurals

Add s where there is more than one of a thing. one clock two clocks

1. Choose the right word.

- (a) I have a

shirt	shirts
-------	--------

 on. Mum washed four _____.
- (b) She has four

doll	dolls
------	-------

. My

doll	dolls
------	-------

 is on the bed.
- (c) Dad went to a

shop	shops
------	-------

. We went to three

shop	shops
------	-------

.
- (d) We have two

dog	dogs
-----	------

. They only have one

dog	dogs
-----	------

.

2. Add s if there is more than one.



(a) one train



four train _____



(b) one shop



three shop _____



(c) five ball _____



one ball



(d) one girl



two girl _____

3. Write the new word.

- (a) one cake two _____
- (b) one snake five _____
- (c) one toy three _____
- (d) one kite six _____
- (e) one slide four _____
- (f) one bike seven _____
- (g) one rose twenty _____
- (h) one pie ten _____

4. Read the story. Add s where there is more than one of something.

Sam put on two sock and two shoe .He went to school.
 Three teacher stood at the gate.The teacher all said
 hello to him.Sam went to play with his two friend .
 When the bell rang, they made two line at the door.

PUPIL NAME

Answers

1. (a) cleaned (b) crossed (c) helped
(d) toasted
2. (a) cleaned (b) crossed (c) helped
(d) toasted (e) trained
3. (a) walked (b) camped (c) rested
(d) wished (e) called (f) played
4. Last night, I enjoyed talking to my friends. We talked and played. Then we watched some girls playing netball. We all joined in and played with them.

Adding -ed

Add ed to show that something has been done; for example: jump – jumped.

1. Add ed to each word.

(a) clean_____ (b) cross_____ (c) help_____ (d) toast_____

2. Choose the right word.

(a) I

clean	cleaned
-------	---------

 my room after school.

(b) Yesterday, Mum

crosses	crossed
---------	---------

 two things off her list.

(c) Yesterday, I

help	helped
------	--------

 Dad in the garden.

(d) I

toast	toasted
-------	---------

 some bread for breakfast.

(e) Last week, I

train	trained
-------	---------

 for football.



3. Write each new word by adding ed.

(a) I walk to school. Yesterday, I _____ to school.

(b) Our family camps every year. Last holidays, we _____ in the woods.

(c) Nan rests every day. Yesterday, she _____ on her bed.

(d) I wish I had a present. I _____ for a new bike.

(e) Mum told me to call my brother. I _____ him ten minutes ago.

(f) I like to play. Last Sunday, I _____ outside.

4. Read the story. Add ed to the words that need it.

Last night, I enjoy talking to my friends. We
talk and play . Then we watch some girls playing
netball. We all join in and play with them.

PUPIL NAME

Answers

- | | | |
|----------------|--------------------|-------------|
| 1. (a) older | (b) colder | (c) taller |
| (d) longer | (e) higher | (f) louder |
| (g) sicker | (h) richer | |
| 2. (a) cleaner | (b) deeper | (c) shorter |
| (d) smaller | | |
| 3. (a) teacher | (b) farmer | (c) cleaner |
| (d) gardener | (e) singer | (f) builder |
| 4. (a) player | (b) drive | (c) warmer |
| (d) catch | (e) teacher, wider | |

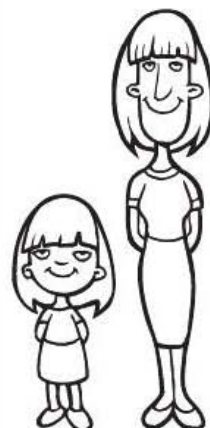
Adding -er

1. Write each word with er added.

- (a) old _____ (b) cold _____ (c) tall _____
 (d) long _____ (e) high _____ (f) loud _____
 (g) sick _____ (h) rich _____

2. Write each new word by adding er.

- (a) Our house is clean. Nan's house is _____.
 (b) Our pool is deep. The river is _____.
 (c) My hair is short. Mum's hair is _____.
 (d) My mother is small. I am _____.



3. Write the words. Add er to each. Draw pictures.

- (a) teach _____ (b) farm _____ (c) clean _____

- (d) garden _____ (e) sing _____ (f) build _____

4. Choose the right word.

- (a) The football

play	player
------	--------

 scored a goal.
 (b) Will you

drive	driver
-------	--------

 me to school?
 (c) Yesterday was

warm	warmer
------	--------

 than today.
 (d) She had to

catch	catcher
-------	---------

 the ball and throw it back.
 (e) The

teach	teacher
-------	---------

 has a desk

wide	wider
------	-------

 than mine.



PUPIL NAME

Answers

1. (a) signing (b) sleeping (c) standing
(d) crossing (e) thinking (f) spending
2. (a) reading (b) Drawing (c) Spelling
(d) kicking (e) cooking
3. I like **playing** in my football team. Mr Fisher is very good at **coaching** us. He is happy when we are **listening** to him. We are good at **following** his rules. I like **kicking** the ball into the net. Next week, we are **going** to play a new team.
4. Underlined words:
(a) singing (b) eating (c) reading
(d) doing (e) playing (f) drawing

Answers to questions will vary.

Adding -ing

1. Write each word with *ing* added.

- (a) sing _____ (b) sleep _____ (c) stand _____
(d) cross _____ (e) think _____ (f) spend _____

2. Write each new word by adding *ing*.

- (a) I can read. I am _____.
(b) It is fun to draw. _____ is fun.
(c) It is easy to spell. _____ is easy.
(d) I saw her kick the ball. She is _____ the ball.
(e) He will cook dinner. He is _____ dinner.



3. Read the story. Add *ing* to the words that need it.

I like play in my football team. Mr Fisher is very good at coach us. He is happy when we are listen to him. We are good at follow his rules. I like kick the ball into the net. Next week, we are go to play a new team.

4. Put a line under the *ing* words. Answer the questions.

- (a) What song do you like singing? _____
(b) What type of fruit do you like eating? _____
(c) What kind of book do you like reading? _____
(d) What do you like doing after school? _____
(e) Who do you like playing with? _____
(f) What do you like drawing? _____

PUPIL NAME _____

TEACHER INFORMATION

A **prefix** is one or more letters added to the beginning of a base word to change its meaning; e.g. **dislike**, **unhappy**, **replay**, **irresponsible**, **misunderstood**, **improper**, **disappear**, **preheat**, **illegal**.

Answers

- | | | |
|----------------------|----------------------|--------------------|
| 1. (a) undo | (b) unlit | (c) unfit |
| (d) untie | (e) unzip | (f) unkind |
| (g) uneven | (h) unlock | |
| 2. (a) fit, unfit | (b) happy, unhappy | (c) tidy, untidy |
| (d) tie, untie | (e) kind, unkind | |
| (f) washed, unwashed | (g) locked, unlocked | (h) clean, unclean |
| (i) zip, unzip | (j) even, uneven | |

Answers to the questions may vary.

3. Teacher check.

Prefixes un-

When you write *un* before a word, its meaning changes to the opposite.



happy



unhappy

1. Write *un* before each word.

- (a) _____do (b) _____lit (c) _____fit (d) _____tie
(e) _____zip (f) _____kind (g) _____even (h) _____lock

2. Read each question and put a line under the opposite words. Write your answer.

- (a) Are you fit or unfit? _____
(b) Were you happy or unhappy yesterday? _____
(c) Is your bedroom tidy or untidy? _____
(d) Can you tie and untie your shoelaces? _____
(e) Are you kind or unkind to your friends? _____
(f) Are your clothes washed or unwashed? _____
(g) Is the classroom door locked or unlocked? _____
(h) Are your hands clean or unclean? _____
(i) Do you know how to zip and unzip clothes? _____
(j) Are the lines on this page even or uneven? _____

3. Draw an untidy desk and a tidy desk.

PUPIL NAME _____

TEACHER INFORMATION

A **suffix** is one or more letters added to the end of a base word to add to its meaning; e.g. **careless**, **helpful**, **thinly**, **walker**, **agreement**, **talking**, **breakable**, **famous**, **neatness**, **selfish**.

Answers

1. (a) softly (b) thinly (c) slowly
(d) sadly (e) firstly (f) lastly
2. (a) quietly (b) slowly (c) weekly
(d) quickly
3. Underlined words:
(a) softly (b) nicely (c) slowly
(d) loudly
Answers to these questions will vary.
4. (a) helpful (b) thankful (c) playful
(d) cupful (e) mouthful (f) useful
5. (a) helpful (b) careful (c) playful
(d) cupful
6. Teacher check

Suffixes -ly, -ful

PUPIL NAME _____

1. Write each word with *ly* added.

- (a) soft _____ (b) thin _____ (c) slow _____
(d) sad _____ (e) first _____ (f) last _____

2. Write each new word by adding *ly*.

- (a) We are quiet when we work. We are working _____.
(b) I am a slow runner. I run _____.
(c) Every week we do art. We do art _____.
(d) She is a quick reader. She reads _____.



3. Put a line under each word with *ly*. Write your answer as yes or no.

- (a) Can you talk softly? _____ (b) Do you play nicely? _____
(c) Can you write slowly? _____ (d) Can you yell loudly? _____

4. Write the word with *ful* added.

- (a) help _____ (b) thank _____ (c) play _____
(d) cup _____ (e) mouth _____ (f) use _____

5. Write the new word by adding *ful*.

- (a) I like to help my dad. I am very _____.
(b) I take care with my work. I am _____.
(c) My dog likes to play. She is _____.
(d) I have a full cup of milk. I have a _____ of milk.



6. On the back of this sheet, draw:

- (a) a **plateful** of food (b) something you are **thankful** for
(c) a **friendly** animal (d) you **quietly** reading.

Answers

1. (a) be (b) an, lean
(c) lock (d) do, own
(e) he (f) an
(g) hop (h) pen, pent
(i) in, thin (j) is, his
(k) we (l) we
2. (a) rain, in (b) he, hen
(c) sun, day (d) he, her
3. for, or, go, got
4. (a) Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday
(b) The smaller word is: day.
5. (a) band (b) hand (c) stand
(d) sandy
6. (a) twins (b) wind (c) wing
(d) wink

Words in words

1. Find and write the small word in each of these words.

- (a) best _____ (b) clean _____ (c) clock _____
 (d) down _____ (e) help _____ (f) can _____
 (g) shop _____ (h) spent _____ (i) thing _____
 (j) this _____ (k) went _____ (l) were _____

2. Find and write two small words in each word.

- (a) train _____ (b) when _____
 (c) Sunday _____ (d) here _____

3. Find four small words in forgot.



4. (a) Finish the days of the week.

Mon _____ Tues _____ Wednes _____
 Thurs _____ Fri _____ Satur _____ Sun _____

(b) The smaller word in all these words is _____.

5. Add the small word and to each word. Draw a picture of each word.

- (a) b _____ (b) h _____ (c) st _____ (d) s _____ y



6. Add the small word win to each word. Draw a picture of each word.

- (a) t _____ s (b) _____ d (c) _____ g (d) _____ k



PUPIL NAME

Answers

1. (a) best (b) clean (c) are
 (d) hole
2. (a) clean, down, each, forgot (1, 2, 3, 4)
 (b) clock, gave, have, like (2, 1, 3, 4)
 (c) here, ride, swim, under (4, 3, 1, 2)
 (d) Monday, Sunday, Tuesday, Wednesday (2, 1, 3, 4)
3. (a) bad (h) bake (c) ball
 (d) beat
4. (a) sand (b) said (c) say
 (d) seat

Alphabetical order

PUPIL NAME _____

a
b
c
d
e
f
g
h
i
j
k
l
m
n
o
p
q
r
s
t
u
v
w
x
y
z

- 1. In each list, look at the first letter in each word.
Write the word that comes first alphabetically.**

(a) best down like swim went _____
(b) drive help here home clean _____
(c) cross each gave are have _____
(d) shop sleep small hole spend _____

- 2. Write 1, 2, 3, 4 to show the alphabetical order of each list.**

(a) clean down each forgot
(b) gave clock have like
(c) under swim here ride
(d) Sunday Monday Tuesday Wednesday

- 3. All these words start with the letter b. Look at the second letter.
Write the word that comes first alphabetically.**

(a) bad bed big bog bug _____
(b) best bake bend belt beg _____
(c) bill but ball bull bell _____
(d) boy bin buy blue beat _____

- 4. Write the word that comes first alphabetically.**

(a) sand see she six shop _____
(b) send said ship so spot _____
(c) stop swim swing still say _____
(d) slow star shirt seat sing _____

Answers

1. (a) **th** and **at**
(d) **sh** and **ut**
(g) **sw** and **im**
(j) **st** and **op**
 2. (a) sh – ed
(d) st – ar
 3. Teacher check
- | | |
|------------------------------|------------------------------|
| (b) th and ank | (c) sh and op |
| (e) sp and end | (f) st and and |
| (h) sh and ip | (i) cl and ap |
-
- | | |
|--------------|--------------|
| (b) tr – ee | (c) g – old |
| (e) sh – ark | (f) cl – ock |

Word parts

*If you split a word into parts, it is easier to sound out.
When you say the sounds, the words are easier to spell.*

think has two parts: th and ink.

thing has two parts: th and ing.



1. Try these words.

(a) 'that' has **th** and _____

(b) 'thank' has **th** and _____

(c) 'shop' has _____ and _____

(d) 'shut' has _____ and _____

(e) 'spend' has _____ and _____

(f) 'stand' has _____ and _____

(g) 'swim' has _____ and _____

(h) 'ship' has _____ and _____

(i) 'clap' has _____ and _____

(j) 'stop' has _____ and _____

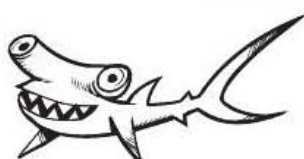
2. Look at the pictures. Write the word in two parts. Use two colours.



(a) _____

(b) _____

(c) _____



(d) _____

(e) _____

(f) _____

3. Write your name

How many parts does it have?

PUPIL NAME

TEACHER INFORMATION

Antonyms are words that are opposite in meaning. Antonyms can add a contrast in description or feeling. Many words take a prefix to create an antonym; e.g. **happy—unhappy**.

Answers

1. (a) down (b) clean (c) under
 (d) stand (e) small (f) gave
 (g) sleep (h) spend (i) new
2. Teacher check
3. (a) I like to spend money. (b) My hands are clean.
 (c) Turn the light on. (d) I can sit down.

Opposites

1. For each word, write its opposite in meaning.

under gave clean small down spend stand new sleep

- | | | | |
|----------|-------|-----------|-------|
| (a) up | _____ | (b) dirty | _____ |
| (c) over | _____ | (d) sit | _____ |
| (e) big | _____ | (f) took | _____ |
| (g) wake | _____ | (h) save | _____ |
| (i) old | _____ | | |



2. Read and draw:

(a) a new clean shirt	(b) some old, dirty shoes
(c) a small cat under a table	(d) a big bird above the tree.

3. Write the sentence again using words that are opposite;
for example: I see a big fish. I see a small fish.

- (a) I like to **save** money. _____
- (b) My hands are **dirty**. _____
- (c) Turn the light **off**. _____
- (d) I can **stand up**. _____

PUPIL NAME _____

TEACHER INFORMATION

Homophones are words that sound the same but have different meanings; e.g. cereal – serial, know – no, feat – feet, stare – stair.

Homographs are words that are spelt the same but have different meanings and may or may not sound the same.

Examples:

- **bow** (rhymes with cow)—a verb meaning to bend the body as a sign of respect
- **bow** (rhymes with low)—a noun meaning a looped knot
- **fair**—a noun meaning a group of sideshows
- **fair**—an adjective meaning not cloudy.

Answers

- | | | |
|------------------|---------------|------------------|
| (a) by, buy | (b) knew, new | (c) hear, here |
| (d) blue, blew | (e) some, sum | (f) Which, witch |
| (g) cheap, cheep | (h) sew, so | |
2. Sentences will vary.

Homophones

These words sound the same but mean something different.



1. Choose the correct word for each sentence.

- (a) The lamp is **by** **buy** my bed. I will **by** **buy** my lunch.
- (b) He **new** **knew** my name. I have a **new** **knew** book to read.
- (c) I can **here** **hear** you talk. Please come over **here** **hear**.
- (d) She has a **blue** **blew** skirt. The wind **blue** **blew**.
- (e) He has **some** **sum** games. The maths **some** **sum** is right.
- (f) **Which** **Witch** one do you like? The **which** **witch** was ugly.
- (g) My shoes were **cheep** **cheap**. I heard the bird **cheep** **cheap**.
- (h) My nan knows how to **so** **sew**. That work is **so** **sew** neat.

2. Draw a picture for each word and use each sentence.

(a) ate

(b) eight

(c) sun

(d) son

PUPIL NAME

TEACHER INFORMATION

A **compound word** is formed by joining two or more words together.

Examples include:

- waterfall, desktop, notebook, driveway, football, daybreak, nightfall, downcast, halfway, footloose, fireproof, hard-wearing, long-sighted, three-quarters, do-it-yourself.

Answers

- | | | |
|-----------------|---------------|---------------|
| 1. (a) housefly | (b) into | (c) football |
| (d) bedroom | (e) pancake | (f) rainbow |
| (g) teaspoon | (h) doorway | |
| 2. (a) rainbow | (b) bedroom | (c) housefly |
| (d) football | (e) pancake | (f) into |
| (g) doorway | (h) teaspoon | |
| 3. (a) Sunday | (b) classroom | (c) breakfast |

Compound words

PUPIL NAME _____

1. Draw a line to join two words together. Write the new word.

(a) house • room _____

(b) in • ball _____

(c) foot • to _____

(d) bed • way _____

(e) pan • fly _____

(f) rain • spoon _____

(g) tea • bow _____

(h) door • cake _____



2. Use the new words you made to finish the sentences.

(a) I saw a pretty _____ in the sky.

(b) I share my _____ with my sister.

(c) The _____ kept buzzing around the food.

(d) My brother loves to play _____.

(e) On Sunday, I had a _____ for breakfast.

(f) We line up before we go _____ the classroom.

(g) Walk through the _____ to go outside.

(h) Use a _____ to stir the coffee.

3. Find three new compound words in the sentences above.

(a) S _____ d _____ (b) c _____ r _____ (c) b _____ f _____

TEACHER INFORMATION

A **contraction** is a shortened form of two words where an apostrophe is used to replace the letters omitted; e.g. I am – I'm, she is – she's, will not – won't, are not – aren't, they are – they're.

Answers

- (a) he's (h) she's (c) it's
(d) that's
- (a) He's playing a game. (b) She's reading a book.
(c) It's very hot (d) That's going fast.
- (a) he's (b) she's (c) it's
(d) that's
- (a) He's played the game. (b) She's read the book.
(c) It's been hot today. (d) That's gone fast.

Contractions

Some words can be shortened.

To turn I am into I'm, leave out the a and put an apostrophe (') in for the missing letter.



I'm reading

1. Drop the letter i to shorten is. Don't forget the apostrophe.

- (a) he is → he _____ (b) she is → she _____
(c) it is → it _____ (d) that is → that _____

2. Write each sentence again with the short word.

- (a) He is playing a game. _____
(b) She is reading a book. _____
(c) It is very hot today. _____
(d) That is going fast. _____

3. Leave out two letters to shorten has. Don't forget the apostrophe.

- (a) he has → he _____ (b) she has → she _____
(c) it has → it _____ (d) that has → that _____

4. Write the sentence again with the short word.

- (a) He has played the game. _____
(b) She has read the book. _____
(c) It has been hot today. _____
(d) That has gone fast. _____

PUPIL NAME _____

Answers

1. These words should be circled: (a) klok, (d) driv, (e) dore, (f) cros, (g) tost
2. (a) 5 (b) clock, drive, door, cross, toast
3. (a) The letter **e** is missing. (b) give, live, have, like, take, hole
4. (a) The letter **h** is missing. (b) what, when, where, why, which
5. cake, seven, today, small

Misspelt words

1. Put a circle around the words that are not spelt correctly.



(a) klok



(b) train



(c) shirt



(d) driv



(e) dore



(f) cros



(g) tost



(h) sleep

2. (a) How many words are wrong?

(b) Write the words. Spell them correctly.

3.

giv

liv

hav

lik

tak

hol

(a) Which letter is missing from these words?

(b) Add the letter so each word is correct.

giv_____

liv_____

hav_____

lik_____

tak_____

hol_____

4.

w_at

w_en

w_ere

w_y

w_ich

(a) Which letter is missing from these words?

(b) Add the letter so each word is correct.

w____at

w____en

w____ere

w____y

w____ich

5. Colour the words that are wrong. Write each word correctly underneath.

cak

want

sevin

todey

smal

PUPIL NAME

TEACHER INFORMATION

A **capital letter** is used:

- to start a sentence; e.g. **S**he is here today.
- for the pronoun **I**, including **I**'m, **I**'ve, **I**'ll and **I**'d
- as the first letter of a proper noun; e.g. **I**reland, **T**homas, **P**acific **O**cean
- to start direct speech; e.g. I said, '**S**he is here today'.
- for the initial letter and proper nouns in titles of books, films etc.; e.g. **B**lack **B**eauty, **F**inding **N**emo.

Prim-Ed Publishing® employs minimal capitalisation for titles of books and other publications, as recommended by the *Style manual for authors, editors and printers*, sixth edition, 2002.

Answers

- (a) **I** forgot to bring my lunch.
 - (b) **M**y new shirt is blue and white.
 - (c) **I** saw **J**ack playing with **T**om.
 - (d) **O**ur teacher's name is **M**rs **F**isher.
 - (e) **M**ax sits next to **M**ark in class.
 - (f) **I** live at 15 **W**est **R**oad.
 - (g) **A**lex and **I** like reading the same books.
 - (h) The name of our school is **G**lenbush **P**rimary.
 - (i) **T**im has a sister called **J**ade. **S**he is two years old.
 - (j) **M**y friend, **R**ose, lives at 12 **P**arker **S**treet.
- (a) **M**y birthday is on 4 **M**arch.
 - (b) **I** go to netball training on **M**onday and **F**riday.
 - (c) **M**y favourite show is called **S**uper **E**ddie.
 - (d) **O**ur teacher read a book called **T**he adventures of **B**linky **B**ill.
 - (e) **J**anuary is the first month and **D**ecember is the last.
- Answers will vary.

Capital letters

PUPIL NAME

1. Use a red pencil to show where the capital letters should be.

- (a) i forgot to bring my lunch.
- (b) my new shirt is blue and white.
- (c) i saw jack playing with tom.
- (d) our teacher's name is mrs fisher.
- (e) max sits next to mark in class.
- (f) i live at 15 west road.
- (g) alex and i like reading the same books.
- (h) the name of our school is glenbush primary.
- (i) tim has a sister called jade. she is two years old.
- (j) my friend, rose, lives at 12 parker street.



2. Capital letters are also used for days of the week, months of the year and titles. Correct these using a red pencil.

- (a) my birthday is on 4 march.
- (b) i go to netball training on monday and friday.
- (c) my favourite show is called super eddie.
- (d) our teacher read a book called the adventures of blinky bill.
- (e) january is the first month and december is the last.



3. Answer these questions.

(a) What day is today?

(b) What is the month?

(c) What is your favourite TV show?

TEACHER INFORMATION

A **full stop** (.) is used:

- to show the end of a statement; e.g. She went to school.
- for abbreviations when only the first part of the word is used; e.g. Feb., Capt.

Answers

- (a) My pets are a cat and a dog.
 - (b) I like playing on the slide when I go to the park.
 - (c) Our house is near the river.
 - (d) My two best friends are Lucy and Alex.
 - (e) It will be my birthday on 10 May.
- (a) My name is Kate. Today is my birthday.
 - (b) My little brother is four. He has black hair.
 - (c) My mum drives a car. She drives me to school.
 - (d) My dad works at a bank. He plays with us after work.
 - (e) Last night we ate pizza. I love eating pizza.
- The holidays start in one week's time. Our family is going away. We will visit my cousins. They live on a farm. I love all the animals. The little lambs are so cute. I will give them a pat. We will stay for five days. It will be so much fun.

Teacher check picture

Full stops

1. Add a full stop to end these sentences.

- (a) My pets are a cat and a dog
- (b) I like playing on the slide when I go to the park
- (c) Our house is near the river
- (d) My two best friends are Lucy and Alex
- (e) It will be my birthday on 10 May



2. Use a full stop at the end of each sentence.

- (a) My name is Kate Today is my birthday
- (b) My little brother is four He has black hair
- (c) My mum drives a car She drives me to school
- (d) My dad works at a bank He plays with us after work
- (e) Last night we ate pizza I love eating pizza



3. (a) Read this story. Put in the full stops to end each sentence.

The holidays start in one week's time Our family is going away We will visit my cousins They live on a farm I love all the animals The little lambs are so cute I will give them a pat We will stay for five days It will be so much fun

(b) Draw a picture of the story.

PUPIL NAME

TEACHER INFORMATION

A **question mark (?)** is used:

- at the end of a sentence that asks a question; e.g. How are you?
- in direct and reported speech where a question is asked; e.g. 'How are you?' she asked.

Answers

- Do you know if today is Friday?
 - Did Mum go to the shop?
 - What will you play on at the park?
 - Are there any books you'd like to read?
 - Can my friend come over to play?
- What is your name?
 - How old are you?
 - Who sits next to you?
 - How do you get to school?
 - How many bedrooms are in your house?

Answers will vary.

- What colour is your shirt?
My shirt is blue.
 - When is your birthday?
My birthday is in April.
 - What will you eat for lunch?
I'll eat a salad for lunch.
 - What is the dog's name?
The dog is called Buster.
 - What's for dinner?
We are having a barbecue.

- Answers will vary.

Question marks

1. Use a question mark (?) for each.

- (a) Do you know if today is Friday_____
- (b) Did Mum go to the shop_____
- (c) What will you play on at the park_____
- (d) Are there any books you'd like to read_____
- (e) Can my friend come over to play_____



2. Use a question mark. Write an answer for each question.

- (a) What is your name _____
- (b) How old are you _____
- (c) Who sits next to you _____
- (d) How do you get to school _____
- (e) How many bedrooms are in your house _____

3. Draw a line to match each question with its answer.

(a) What colour is your shirt?

I'll eat a salad for lunch.

(b) When is your birthday?

The dog is called Buster.

(c) What will you eat for lunch?

My shirt is blue.

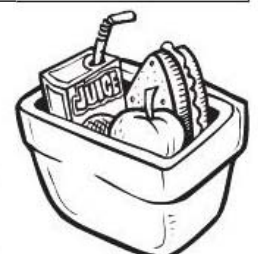
(d) What is the dog's name?

We are having a barbecue.

(e) What's for dinner?

My birthday is in April.

4. What are your favourite foods?



TEACHER INFORMATION

A **comma** (,) suggests a short pause and is used to make meaning clearer by separating parts of a sentence. Use a comma to:

- separate items in a list; e.g. I took pens, pencils, paper and paints to the class.
- separate lists of adjectives; e.g. He is talented, smart, strong and mature.
- separate clauses in a sentence; e.g. If I see him today, I'll definitely tell him.
- separate words, phrases and clauses at the start of a sentence; e.g. Firstly, I'm not going!
- separate words that add extra information; e.g. Kylie, my best friend, is coming to visit.
- separate the carrier (*I replied*) from the direct speech; e.g. 'That is Kylie', I replied.

Answers

- (a) My friends are Shay, Adam and Ben.
(b) My new jumper is red, blue and white.
(c) We had chicken, peas and corn for dinner.
(d) I like basketball, football and netball.
(e) My favourite foods are carrots, muffins and steak.
- Answers will vary.

Commas

A comma (,) is used between items in a list.

For example: I like the colours red, blue, pink and green.

1. Put commas in these sentences.

- (a) My friends are Shay Adam and Ben.
- (b) My new jumper is red blue and white.
- (c) We had chicken peas and corn for dinner.
- (d) I like basketball football and netball.
- (e) My favourite foods are carrots muffins and steak.



2. Finish these sentences. Don't forget the commas.

- (a) My three favourite colours are _____
_____ and _____ .
- (b) Four of my friends are _____
_____ and _____ .
- (c) The three things I like most at school are _____
_____ and _____ .
- (d) I love eating _____
_____ and _____ .
- (e) The five numbers after two are _____

_____ and _____ .
- (f) Five things I can see in the room are _____

_____ and _____ .

PUPIL NAME

Answers

1. (a) **S**am has her birthday party on **S**unday.
(b) **O**ur teacher's name is **M**r **D**ean.
(c) **I** like playing with **J**osh and **T**roy.
(d) **O**n **S**aturday, **I** went to the beach with **A**bdul.
(e) **M**y name is **J**ade and **I** go to **R**iverpark **P**rimary.
2. (a) We have a cat and a bird as pets.
(b) I like doing maths on the computer.
(c) Do you like watching television?
(d) Is the sky blue and the grass green?
(e) How many pencils do you have? I have twenty.
3. (a) I like apples, oranges and bananas.
(b) Jack, John, Jill and Jess all start with the letter J.
(c) My nan has red, pink, yellow and white roses.
(d) I like sport, art, reading and writing.
(e) I have two brothers, one sister, one mum and one dad.
4. **E**lla, **R**ose and **L**isa came for a sleepover. **W**e all stayed in my room. **W**hat do you think we did? **W**e played, talked and watched a film.

1. Use a red pencil to show where all the capital letters should be.

- (a) sam has her birthday party on sunday.
- (b) our teacher's name is mr dean.
- (c) i like playing with josh and troy.
- (d) on saturday, i went to the beach with abdul.
- (e) my name is jade and i go to riverpark primary.

2. Add a full stop or a question mark.

- (a) We have a cat and a bird as pets
- (b) I like doing maths on the computer
- (c) Do you like watching television
- (d) Is the sky blue and the grass green
- (e) How many pencils do you have I have twenty



3. Show where the commas should be.

- (a) I like apples oranges and bananas.
- (b) Jack John Jill and Jess all start with the letter J.
- (c) My nan has red pink yellow and white roses.
- (d) I like sport art reading and writing.
- (e) I have two brothers one sister one mum and one dad.

4. Put in capital letters, full stops, question marks and commas.

ella rose and lisa came for a sleepover we all
 stayed in my room what do you think we did
 we played talked and watched a film

TEACHER INFORMATION

Nouns are naming words. They name people, places, things and ideas.

Common nouns are words naming general rather than particular things; e.g. **apple, river, table, colour.**

Proper nouns name specific people and things and use a capital letter; e.g. **England, Luke.**

Collective nouns name a group of people, animals or things; e.g. **class, herd.**

Abstract nouns name an idea, concept or quality; e.g. **love, danger, youth, pain.**

Nouns are often identified by the placement of **a, an, the** or **some** in front of the word.

Answers

1. (a) dog (b) beach (c) books
(d) girl (e) cake
2. (a) chocolate (b) Asia (c) cat
(d) park (e) teacher
3. Answers will vary.
4. apple, Brad, bee, carrot, boy, girl, The Wiggles, house

Nouns

PUPIL NAME _____

1. Write the noun (naming word) in each sentence.

(a) My dog is small and brown. _____

(b) We like to go to the beach. _____

(c) I like to read books. _____

(d) The girl was sleeping. _____

(e) I like eating cake. _____



2. Put a circle around the noun in each sentence. Write yes or no.

(a) Do you like eating chocolate? _____

(b) Do you live in Asia? _____

(c) Have you seen a fluffy, white cat? _____

(d) Have you played in a park? _____

(e) Is your teacher watching you? _____

3. Write a noun to answer each question. Some need a capital letter.

(a) What do you most like to eat? _____

(b) What is your favourite film? _____

(c) Which toy do you like to play with? _____

(d) Which day of the week do you like the most? _____

(e) Which animals would you like to see? _____

(f) Which month is it? _____

4. Colour the nouns only.

apple

reads

write

Brad

bee

carrot

jumped

sleeping

little

boy

girl

The Wiggles

big

eat

house

TEACHER INFORMATION

A **verb** is a word or group of words that names an action or state of being. Verbs are often called 'doing words'; e.g. **read, walks, speak, has broken, ate, will type.**

Verbs can indicate tense, voice, mood, number and person.

Answers

1. (a) read (b) played (c) eats
 (d) cleaned (e) walks
- Answers to questions will vary.
2. (a) cry (b) swim (c) learn
 (d) eat (e) mow (f) dance
3. Answers will vary.

Verbs

PUPIL NAME _____

1. Write the verb (doing word) in each sentence.

(a) I read a book.

(b) They played on the grass.

(c) She eats her lunch.

(d) I cleaned my room yesterday.

(e) Cody walks to school.



2. One verb (doing word) has been underlined in each sentence. Put a circle around the other verb. Write yes or no.

(a) Do you ever cry?

(b) Can you swim in deep water?

(c) Do you learn new things at school?

(d) Do you eat breakfast?

(e) Can a cat mow a lawn?

(f) Do you like to dance?

3. Answer the question by writing a verb (doing word). Draw a picture.

(a) What do you most like to do at school?

I like to _____.



(b) What do you most like to do at home?

I like to _____.



TEACHER INFORMATION

The **tense** of a verb is used to show the time at which the action of that verb takes place.

Most verbs are regular and follow the same pattern for the past, present and future tense. For example, with the verb **to jump**; I **jump**/I **am jumping** (present tense); I **jumped**/I **was jumping** (past tense); I **will jump** (future tense).

Irregular verbs are those that do not follow this pattern, particularly in the past tense. For example, I **rise** (**rose**), I **teach** (**taught**), I **mean** (**meant**), I **win** (**won**), I **do** (**did**), I **begin** (**began**).

An **auxiliary verb** helps to form the tense of a verb. The verbs **to be**, **to have** and **to do** are auxiliary verbs; e.g. I **have** eaten. The auxiliary verb used in the future tense is **will**; e.g. I **will** eat.

Answers

1. (a) cleans—now
(b) cleaned—before
2. (a) play—now played—before
(b) cooks—now cooked—before
(c) helped—before helps—now
(d) spends—now spent—before
(e) ran—before run—now
3. go—went
draw—drew
take—took
drive—drove

Verb tenses

1. Read the two sentences. Put a line under the verb.
Write 'now' next to the sentence that Roy is doing now.
Write 'before' next to the sentence that Roy did before.



- (a) Roy cleans his room. _____
(b) Roy cleaned his room yesterday. _____

2. Put a line under each verb. Circle 'now' or 'before'.

(a) I play at the park.

now	before
-----	--------

I played at the park.

now	before
-----	--------

(b) Dad cooks breakfast.

now	before
-----	--------

Dad cooked breakfast.

now	before
-----	--------

(c) Miss Green helped me.

now	before
-----	--------

Miss Green helps me.

now	before
-----	--------

(d) My sister spends her money.

now	before
-----	--------

My sister spent all her money.

now	before
-----	--------

(e) They ran to the swimming pool.

now	before
-----	--------

They run to the swimming pool.

now	before
-----	--------

3. Match the verbs that say something is happening 'now' and happened 'before'.

go

drew

draw

drove

take

went

drive

took

PUPIL NAME

TEACHER INFORMATION

A **pronoun** is used in place of a noun to avoid repetition.

Personal pronouns refer to people. They can be singular or plural, subjective or objective and may indicate gender. Examples are: **I, you, he, she, we, they, me, him, her, his, them, mine, hers, theirs, ours.**

Impersonal pronouns refer to everything but people. They can be singular or plural, subjective, objective or possessive. Examples are: **it, they, them, theirs.**

Relative pronouns refer to people and objects and connect clauses and sentences. They are used in the three cases:

- subjective – **who, that, which**
- possessive – **whose, of that, of which, of whose**
- objective – **whom, that, which.**

Other examples of relative pronouns are **whoever, whomever, whichever** and **whatever.**

Demonstrative pronouns replace nouns and function in the same way as nouns in a sentence. They have no gender but are used in the three cases:

- subjective – **this, that, these, those**
- possessive – **of this, of that, of these, of those**
- objective – **this, that, these, those.**

Other examples of demonstrative pronouns are: **other, such, same, former, latter** and ordinal numbers (**first, second** etc.)

Interrogative pronouns are used in asking questions. They include **who, whose, whoever** (used for people) and **what, which** and **whatever** (used for things).

Reflexive pronouns are used in sentences that contain verbs whose actions are directed toward the subjects of the verbs. Add the suffixes **–self** or **–selves** to the personal pronouns **my, your, him, her, our, them** and **one.**

Indefinite pronouns are words that refer to people or things without saying exactly who or what they are. Examples include **all, another, any, anybody, anyone, anything, both, each one, either, everybody, everyone, everything, few, little, many, more, much, neither, nobody, none, no-one, nothing, other, others, several, some, somebody, someone, something** and **such.**

Note: Some indefinite pronouns can also be used as determiners.

For example, I would like **some** (indefinite pronoun). I would like **some** apples (determiner).

Answers

- | | | |
|---------------------|----------------|-------------------|
| 1. (a) He | (b) She | (c) We |
| (d) They | (e) He | (f) them |
| (g) They | (h) us | (i) I |
| (j) He | | |
| 2. (a) Miss Tan | (b) Jack | (c) Lisa and Rose |
| (d) Jade | | |
| 3. (a) I am a girl. | She is a girl. | They are girls. |
| (b) I am a boy. | He is a boy. | They are boys. |

Pronouns

1. Choose the right word.

(a) Max is a good reader. **He** **She** reads every day.

(b) Ruby likes to run. **He** **She** is very fast.

(c) Amy and I went to the park. **We** **Me** had fun.

(d) Ben and Sam sit at the back. **Them** **They** are quiet.

(e) My dad works. **He** **She** is home on the weekend.

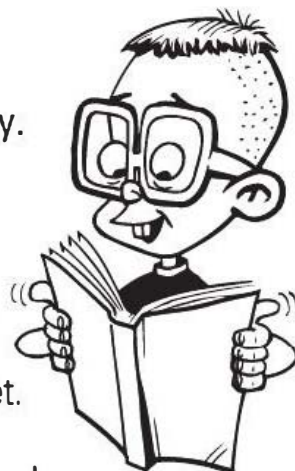
(f) Tom and Zac are playing. I saw **them** **they**.

(g) The children went swimming. **Them** **They** had fun.

(h) Amy and I lined up at the door. Did you see **me** **us**?

(i) A letter came in the mail. **Me** **I** opened it.

(j) Mark is at the computer. **You** **He** is quiet.



2. Use the names to finish the sentences.

Lisa and Rose

Jack

Jade

Miss Tan

(a) _____ is a teacher. She is nice.

(b) I saw _____ outside. He is playing.

(c) _____ are here. They are sisters.

(d) _____ is here. She walked.

3. Use the right word.

(a) I am a girl.

(b) _____ am a boy.

_____ is a girl.

He is a boy.

They are girls.

_____ are boys.

PUPIL NAME

TEACHER INFORMATION

An **adjective** is a word that describes or gives more information about a noun or pronoun; e.g. **pretty, thin, tall, delicious**. It qualifies the word it describes by making it more specific; e.g. the **red** dress—the adjective **red** specifies the colour of the noun **dress**. Adjectives can tell about the colour, size, number, classification or quality of a noun or pronoun. They can come before or after the noun and usually after the pronoun; e.g. the **beautiful** bird, The bird is **beautiful**. It is **beautiful**.

There are three forms of adjectives: absolute (e.g. **small**), comparative (e.g. **smaller**), superlative (e.g. **smallest**).

Answers

- (a) rabbit - small, white, furry, soft
(b) train - noisy, long, heavy, fast
(c) ice-cream - tasty, soft, cold, smooth
(d) carrot - thin, crisp, orange, small
- Answers will vary.
- Answers will vary.

Adjectives

1. Colour the words that describe each thing.



big

soft

striped

furry

white

small

purple



noisy

round

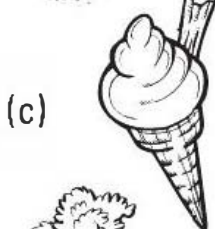
long

quiet

heavy

fast

alive



smooth

mine

tasty

hot

soft

best

cold



blue



crisp

orange

happy

small

2. Draw a picture of yourself.
Write describing words.

3. Draw your favourite food.
Write describing words.

PUPIL NAME

TEACHER INFORMATION

A **sentence** is a group of words that makes sense on its own. It must have a finite verb (a verb with a subject), a capital letter at the start, and end with a full stop, question mark or exclamation mark.

Answers

1. (a) I am walking home from school.
(b) I like playing with friends.
(c) My black cat is fluffy.
(d) My bedroom is very clean.
(e) I like to swim when it's hot.
2. (a) I can see her.
(b) I like the park.
(c) It is fun there.
(d) She is my friend.

Writing sentences—word order

PUPIL NAME

1. Write the words so the sentence makes sense. Draw a picture.

(a) I am home from school walking.

(b) I like friends playing with.

(c) My black fluffy is cat.

(d) bedroom is clean My very.

(e) to like when I swim hot it's.

2. Make a sentence from each group of words.

(a) I see can her

(b) I the park like

(c) It there is fun

(d) is friend She my

TEACHER INFORMATION

A **conjunction** is a word (or words) that connects words, phrases, clauses and sentences; e.g. **and**, **but**, **because**, **so**, **that**.

- Conjunctions used to join sentences of equal importance are called **coordinating conjunctions**; e.g. I like apples **and** oranges. They include **and**, **but**, **for**, **yet**, **or**, **as well as**, **both**, **so**, **therefore** and **nor**.
- Conjunctions used to join clauses are called **subordinating conjunctions**; e.g. She was happy **because** I arrived. They include **because**, **before**, **if**, **while**, **until**, **like**, **though**, **although**, **unless**, **as**, **since**, **where**, **whenever**, **wherever**.

Answers

- (a) Jill likes swimming but she doesn't like deep water.
(b) I have lots of friends but my best friend is Bella.
(c) My favourite fruit is banana but I also like watermelon.
(d) I have two brothers but I don't have a sister.
- Answers will vary.
- (a) It's dark outside so I can't ride my bike.
(b) My teacher is kind so I like coming to school.
(c) I like my room to be clean so I can find all my things.
(d) It is very hot today so I will wear a hat outside.
- Answers will vary.

Joining sentences—conjunctions

1. The word **but** can be used to join two sentences. Match the beginning sentence with the right ending by colouring them both the same.

- | | | | |
|-----|------------------------------|-----|------------------------------|
| (a) | Jill likes swimming | but | I also like watermelon. |
| (b) | I have lots of friends | but | I don't have a sister. |
| (c) | My favourite fruit is banana | but | She doesn't like deep water. |
| (d) | I have two brothers | but | My best friend is Bella. |

2. Finish each sentence.

- (a) I like my school **because** _____.
- (b) Weekends are good **because** _____.
- (c) I had a rest in bed **because** _____.
- (d) My family is the best **because** _____.

3. The word **'so'** can be used to add more to a sentence. Match each beginning with its right ending.

- | | | | |
|-----|----------------------------|----|----------------------------|
| (a) | It's dark outside | so | I can find all my things. |
| (b) | My teacher is kind | so | I can't ride my bike. |
| (c) | I like my room to be clean | so | I will wear a hat outside. |
| (d) | It is very hot today | so | I like coming to school. |

4. Finish each sentence.

- (a) I like toast for breakfast **but** _____.
- (b) I helped my Mum **because** _____.
- (c) I forgot my lunch **so** _____.

PUPIL NAME